



Examinations Policy

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Contents

The centre exams policy
Qualifications
Exam series and timetables
Entries, entry details and late entries
Exam fees
Equality legislation
Estimated grades
Managing invigilators
Candidates
Internal assessment
Results
Access to scripts
Internal appeals procedure
Exams Fire Evacuation Policy
Certificates

The purpose of this exam's procedure is:

- to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. The exams procedure will be reviewed by the Exams Officer in consultation with SLT. Where references are made to JCQ (Joint Council of Qualifications) regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam responsibilities

The Head of centre:

- has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document Suspected malpractice in examinations and assessments.

Exams officer¹:

- Manages the administration of internal exams and external exams.
- Advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- Oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them by **End of February 2021**
- Checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides detailed data on confirmed entries with estimated grades by **End of September 2020**
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Receives, checks, and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- Administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication A guide to the special consideration process. Supported by Deputy Headteacher (Quality of Education), with consultation support and testing from Sue Deoraj. (Level 7 Certified)

¹ This is the individual to whom the Head of Centre has delegated responsibility for the administration of exams in their centre.

- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges. Supported by School Business Manager.
- Line manages the senior exams invigilator, Andrew Sykes, in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- Tracks and returned coursework / controlled assessments to the lead teacher.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests. Supported by the School Business Manager.

Leads of departments are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- Submission of entries information by published dates.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer **by End of September 2020**.
- Accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- Decisions on post-results procedures.

Teachers are responsible for:

- Supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer.

The Special Educational Needs Coordinator (SENCO) is responsible for:

- Identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they can put in place exam day arrangements
- Processing any necessary applications in order to gain approval (if required).
- Working with the Exams Officer to provide the access arrangements required by candidates in exams rooms.
- The student must initiate in the exam what help they require.

Invigilators are responsible for:

- Assisting the Exams Officer in the efficient running of exams according to JCQ regulations.
- Collection of exam papers and other material from the safe will be delivered to the place of exam from the exams officer in the first instance. If this is not possible to the School Business Manager.
- The senior invigilator will be responsible for the collection of all exam papers (completed scripts) in the correct order at the end of the exam and ensuring their return in the first instance If this is not possible to the School Business Manager. The Business Manager records in a 'Red Book' receiving from the Exams Officer, any papers and collection of these by the Courier.

Candidates are responsible for:

- Completing their own details at the front of the exam paper.
- Understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- Ensuring they conduct themselves in all exams according to the JCQ regulations.

Qualifications offered

The qualifications offered at this centre are decided by the lead of departments, delivering teachers in consultation with SLT. The types of qualifications offered are GCSE, Entry Levels, Functional Skills, AQA Awards, BTEC, TLM ingots (QCF), Edexcel Awards, AQA EPQ, HPQ.

Informing the exams office of changes to a specification is the responsibility of the delivering Teacher.

Decisions on whether a candidate should be entered for a subject will be taken by the delivering teacher in consultation with the SLT.

Exam series

Internal exams (mock or trial exams) and assessments are scheduled in Autumn 2021. External exams and assessments are scheduled in Summer 2020. Internal exams are held under external exam conditions, unless otherwise specified in the guidance for that subject.

The delivering teacher will decide which exam series are used in the centre in consultation with the Exams Officer.

On-demand style exams will be held in three separate windows during November 2020: March 2021 and June 2021. There will be no on-demand exams held outside of these windows.

Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for external exams at a specified date before each series begins. All internal exams will be shared on the school calendar by delivering teachers emailing the school office with relevant details.

Entries, entry details and late entries

Candidates or parents/carers cannot request a subject entry, change of level or withdrawal. The centre does not act as an exam centre for other organisations, although there is joint moderation for the Arts Award (Bronze / Silver Arts Award) which is arranged by Trinity. This is due to not enough students to have an independent moderator.

Entry deadlines are circulated to delivering teachers via email and then placed on the staffroom notice board. Delivering teachers will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of SLT.

GCSE re-sits/retakes are not allowed, functional skills re-sits / retakes are allowed. Re-sit decisions will be made by delivering teacher in consultation with Exams Officer and SLT.

Entries made during the termly census windows will not be actioned. All entries must be made outside of these times.

Exam board paperwork that requires a signature from each student to confirm that all completed work is their own needs to be completed and returned to the Exams Officer by the end of March 2021.

Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance for each exam series.

GCSE and functional skills entry exam fees are paid by the centre. Late entry or amendment fees are paid by the department.

Fee reimbursements are not sought from candidates:

- if they fail to sit an exam;
- if they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the centre.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation. The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Exams Officer.

Access arrangements

The SENCO supported by Deputy Headteacher will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams. A candidate's access arrangements requirement is determined by the Deputy Headteacher.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of Deputy Headteacher.

The procedure at Marshfields is for class teachers to make requests for exams access as per the students 'normal way of working'. The school SENCo, Debbie Drane, processes the applications, considering specific EHCP information. An external (level 7) Education for Learning Consultant, Sue Deroj, completes in school assessments and in cooperation with the exams officer, submits the Access Applications.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer. Rooming for access arrangement candidates will be arranged by the Exams Officer. Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer and Deputy Headteacher.

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Officer.

In the event of Marshfields site and buildings being unavailable or unsuitable for use for the purposes of delivering published exam timetable an alternative location is available. Dogsthorpe Church PE1 4HP has agreed to allow its premises to be used.

Contingency plans are available via email then placed on the staffroom notice board and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

Estimated grades

Delivering Teachers are responsible for submitting estimated grades to the exams officer when requested by the exams officer.

Managing invigilators

Internal Invigilators are trained, as part of in-house staff sessions. Lead Invigilators and Exams Officer attend to ensure correct procedure is explained and modelled in compliance with JCQ regulations (see P4 Invigilators). External staff will be used to invigilate examinations when this cannot be covered by internal staff:

- These invigilators will be used for internal exams and external exams.
- Recruitment of invigilators is the responsibility of the Deputy Headteacher (Teaching and learning).

- Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the SLT / Business Manager.
- DBS fees for securing such clearance are paid by the centre.
- Invigilators' rates of pay are set by SLT.
- Invigilators are recruited, timetabled, trained, and briefed by SLT.

Malpractice

The head of centre in consultation with Deputy Headteacher and Exams officer is responsible for investigating suspected malpractice.

Exam days

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The School Business Manager will be responsible for setting up the allocated rooms and will be advised of requirements one month in advance. This may be by re allocating staff already in school or reorganising the school caretaker work hours to support during busy exam times.

The Exams Officer or SLT will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to delivering teachers in accordance with JCQ's recommendations and no later than 72 hours after candidates have completed them.

After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with the School Business Manager.

Candidates

The Exams Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Delivering Teachers.

The centre's published rules on acceptable dress and behaviour always apply. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer and SLT.

Note: candidates who leave an exam room must always be accompanied by an appropriate member of staff. Late arrivals of under 30 minutes after start time must be kept under close supervision for 30 minutes after published end.

The Exams Officer is responsible for handling late or absent candidates on exam day.

Clash candidates

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within 2 days of the exam.

The exams officer will make a special consideration application to the relevant awarding body within 3 days of the exam supported by the school SENCO.

Internal assessment – for external exams

It is the duty of middle leaders to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent, supported by the school Business Manager.

Marks for all internally assessed work are provided to the Exams Officer by the delivering teachers. The Exams Officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document detailed in this policy.

The School Business Manager will sit with the Exam Officer to input entries and results on Pearson data base.

Results

Candidates will receive individual results slips on results days,

- in person at the centre (collected and signed for)
- or by post to their home address - candidates to provide a self-addressed envelope and permission letter if they are unable to attend the centre

The results slip will be in the form of a centre produced document. Arrangements for the centre to be open on results days are made by the School Business Manager and Exams Officer.

The provision of the necessary staff on results days is the responsibility of the School Business Manager and Exams Officer.

Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates. The cost of EARs will be paid by the candidate.

All decisions on whether to make an application for an EAR will be made by Exams Officer in consultation with delivering teacher and/or SLT. If a candidate's request for an EAR is not supported, the candidate may appeal, and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within one day of the receipt of results. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once an original script has been returned. The cost of EARs will be paid by the candidate. Processing of requests for ATS will be the responsibility of Exams Officer.

Internal appeals procedures (IAP)

The school is committed to ensuring that whenever its staff assesses students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Students' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If students believe that this may not have happened in relation to his/her work, he/she may make use of the appeals procedure. **Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.**

The existence of this procedure is made known to students by teachers at the start of the examination season and placed on the school website for both students and parents to view.

Examination Policy 2020

1. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examination's series.
2. Appeals should be made in writing to the examinations officer, Nicki White, who will investigate the appeal. If the Examinations Officer was directly involved in the assessment in question, he will appoint another member of SLT to conduct the investigation. Likewise, if the examination officer is not able to conduct the investigation for any other reason.
3. The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the QCA. This will be done before the end of the series.
4. The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.
5. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. [Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the school and is not covered by this procedure.](#) Details of the appeals procedure for the relevant awarding body are available from the examination officer.

Exams Fire Evacuation Policy

In the event of a fire alarm, the following procedures apply:

- Note the time that the fire alarm went off and how long the examination has been going on.
- All examination question and answer papers and materials should be left on the candidates' exam desk and NOT taken out with them. No bags or personal belongings should be taken out of the Hall with the candidates.
- Ask students to leave their belongings and papers on their desk and leave by the nearest fire exit.
- BEFORE the students exit the exams room, remind them that they are still under examination board conditions and under NO CIRCUMSTANCE should talk to one another or use a mobile phone. Remind students that a breach of regulations could mean disqualification from their examination.
- An invigilator should leave with a group at each fire exit. The registers (photocopied and original) should be taken out with the invigilators, together with pens. Invigilators should take a rollcall, to ensure that all students are present and accounted for.

- **IMPORTANT** - the students should assemble at a distance to other classes to ensure that they are isolated from the other students.
- Return to the exams room as soon as the all clear is given noting the time of re-starting the examination and changing the finish time.
- Send an application for Special Consideration to the exam board stating details of disruption.
- NB: Mobile phones should have been handed into reception on arriving to school and should remain there until after the examination.

Exam materials security

- Exam materials must be delivered to the Exams Officer upon arrival at school.
- Should the Exams Officer be unavailable, exams materials will be temporarily locked in a secure cabinet in the main office until they are collected by the Exams Officer.
- Each delivery will be checked by the Exams Officer to ensure it is correct, before being stored in the secure filing cabinet, which is situated in the storeroom. Only Nicki White and Kim Pizzo have access to the keys to the exam's cabinet
- Should any breach of security occur, the relevant exam board must be informed immediately

Certificates

Candidates will receive their certificates

- In person at the centre (collected and signed for) Available at three points of the year. Dates will be advertised on the school website.
- Failure to collect in person certificates will be sent by post to their home address (candidates to provide a self-addressed envelope) if unable to attend the centre, posted by Recorded delivery.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains certificates for 2 years.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Marshfields School

Emergency evacuation procedure for examinations

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing. All students to turn papers over on their desk.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the Lead Instructor.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken and send to the relevant awarding body.

Internal Appeals Procedure

Appeals procedure against internal assessment decisions (Centre assessed marks)

This procedure confirms Marshfields School's compliance with JCQ's General Regulations for Approved Centres 2020-2021, section 5.8 that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."

Certain components of GCSE (GCSE controlled assessments and non-examination assessments) that contribute to the final grade of the qualification are internally assessed (marked) by the Centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Marshfields is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the regulations and awarding body's specification and subject-specific associated documents. The Park ESC ensures that all centre staff follow a robust non-examination assessment policy (for the management of GCSE and non-examination assessments). This policy details all procedures relating to non-examination assessments for GCSE and Project qualifications including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained by the awarding body in this activity. The Park ESC is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where several subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking.

The candidate will need to look carefully at the mark scheme used to assess their work and identify which area of the mark scheme they feel has not been properly applied together with the reason why they feel they should be awarded a higher mark. These comments must be recorded on the NEA review form (Appendix 2 of this policy) which must be completed in full and handed in within the timeframe specified below along with the appropriate remittance.

Marshfields will:

1. Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Ensure that candidates who request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment receive these copies promptly. **Candidates may request these materials within 3 calendar days of being given their marks and can expect to receive them within 3 school days.**
3. Provide a clear deadline for candidates to submit a request for a review of the centre's marking. This deadline will allow candidates sufficient time to review copies of materials and reach a decision as to whether to request a review of marking or not. ***Requests must be made in writing within 3 calendar days of receiving copies of the requested materials by completing the NEA internal appeals form. Requests will not be accepted after this deadline.***

4. Allow 10 school days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
5. Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate's work being reviewed and has no personal interest in the review.
6. Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
7. Inform the candidate in writing of the outcome of the review of the centre's marking.
8. The outcome of the review of the centre's marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request.

An internal review of marking may lead to the mark submitted to the awarding body being moved **up** or **down**. The moderation process carried out by the awarding bodies may also result in a mark change, either **upwards** or **downwards**, even after an internal review.

The **internal review process** is in place to **ensure consistency of marking within the centre**. **Moderation by the awarding body** ensures that centre marking is in line with national standards.

The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

1. Appeals against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

This procedure confirms Marshfields School *compliance with JCQ's General Regulations for Approved Centres 2020-2021, section 5.14 that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."*

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

Candidates receive an examination information leaflet prior to the start of their exams, which informs them of the arrangements for post-results services and the accessibility of senior members of centre staff immediately after the publication of results.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, an enquiry about the result may be requested.

Enquiries about results (EARs) offers three services:

- **Service 1 – clerical re-check:** A re-check by the awarding body of all clerical procedures leading to the issue of a result
- **Service 2 – review of marking:** Externally assessed scripts are reviewed by an examiner to ensure that the agreed mark scheme has been applied correctly. A review of marking includes a clerical check. It is not a re-marking of the candidate's script

- **Service 3 – review of moderation:** A review of the original moderation to ensure that the assessment criteria have been fairly, reliably, and consistently applied. It is not a re-moderation of candidates' work. This service is not available to an individual candidate, or when the centre's internally assessed marks have been accepted by the awarding body without change

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an EAR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected after the publication of results.

The service, enquiries about results (EARs), may be requested by centre staff or candidates (or their parents/carers). If a query is raised by a candidate about an examination result, the candidate will be expected to pay the appropriate fee and an EAR request will be made to the awarding body on the candidate's behalf. (*The EAR service 3 review of moderation is not available to individual candidates*).

Where the centre does not support an EAR request from a candidate and the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision, an appeal can be submitted to the centre using the **EAR review form** at least **one week prior to** the internal deadline for submitting an EAR.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting an EAR.

Appeals procedure following the outcome of an enquiry about results

Where the head of centre remains dissatisfied after receiving the outcome of an EAR, an appeal will be made to the awarding body, following the guidance in the JCQ publications *Post-results services* <http://www.jcq.org.uk/exams-office/post-results-services> and *A guide to the awarding bodies' appeals processes* <http://www.jcq.org.uk/exams-office/appeals>.

Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidate and/or their parent/carer is not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **EAR review form (Appendix 3 of this policy)** should be completed and submitted to the centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 30 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission of the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

NEA Mark

Name of student:	
Date:	
Piece of work:	
Mark awarded for the work:	

Please note that the mark being shared with you today is PROVISIONAL.

Before sharing this mark with you, your work has already been internally moderated by a team of teachers to ensure consistency of marking across the department. Once these marks have been submitted to the awarding body, the awarding body will request a number of pieces of work from a variety of different students from our school and will moderate the marks to ensure they are consistent with marking nationally.

The marks being shared with you today could be moderated **up or down** by the awarding body.

If you feel you have reason to appeal this provisional mark, please refer to the Examination Policy 'Internal Appeals Procedures' section which can be found on the school website. Please ensure you read this document carefully before submitting an appeal.

NEA mark review form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Please complete all white boxes on the form below

Name of student:	
Full title of the piece of work for which you want a review of the mark:	
Subject area for which this work was produced:	
Please explain why you feel a review of the mark is needed. You should refer to the mark scheme and your work as you do this. You should explain what aspects of the mark scheme you feel have not been accurately applied with examples from your work to evidence this. 	
I understand that the mark for my work may remain the same or may go up or down because of this review. I understand that I shall have to accept the mark I am given because of the review process. Signature of student:	
Date:	

This form must be signed, dated, and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure

Enquiries about results (EAR) review form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Please complete all white boxes on the form below

- Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Name of appellant		Candidate Name If different to appellant	
Awarding body		Exam paper code	
Subject		Exam paper title	
Please state the grounds for your appeal below			
Appellant signature:		Date of signature	

This form must be signed, dated, and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure

- 🔗 Notice to Centres - Reviews of marking (centre assessed marks)
<https://www.jcq.org.uk/exams-office/controlled-assessments>
<https://www.jcq.org.uk/exams-office/coursework>
<https://www.jcq.org.uk/exams-office/non-examination-assessments>

Ofqual

- 🔗 GCSE (9 to 1) qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>
- 🔗 GCSE (A* to G) qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>
- 🔗 GCE qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>
- 🔗 Pre-reform GCE qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications>

Word Processing Policy

Marshfields School is committed to ensuring that reasonable adjustments are made for any student who is considered to have a disability, under the meaning of the Equality Act 2010.

1. Principles for using a word processor

Students at Marshfields School are allowed access to word processors to prevent them from being placed at a substantial disadvantage because of persistent and significant difficulties.

The use of word processors at Marshfields School will:

- Only be permitted provided the integrity of the assessment is maintained and will not be allowed if it compromises the assessment objectives of the specification in question
- Be agreed/processed at the start of the course. Students are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Only be granted if it is appropriate to the needs of the student (e.g. the quality of language significantly improves because of using a word processor due to problems with planning and organisation when writing by hand). It will not be granted because a student prefers to type rather than write or can work faster on a keyboard or uses a laptop at home
- Only be granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as:
 - support in the classroom.
 - working in small groups for reading and/or writing.
 - literacy support lessons.
 - literacy intervention strategies.
 - internal school tests and mock examinations.

Students may not require the use of a word processor in each specification. The need for the use of a word processor is considered on a subject-by-subject basis, as subjects and their methods of assessment may vary, leading to different demands on students.

2. The use of a word processor

- Students will be allowed to use a word processor in an examination to type certain answers (i.e. those requiring extended writing) and handwrite shorter answers.

Word processors will be:

- Provided with the spelling and grammar check facility/predictive text disabled.
- Used as a typewriter, not as a database, although standard formatting software is acceptable.
- In good working order at the time of the examination.
- Connected to a printer so that a script can be printed off (or have the facility to print from a portable storage medium).
- Accommodated in such a way that other students are not disturbed and cannot read the screen.
- If a student is accommodated separately, a separate invigilator will be used.
- Used to produce scripts under secure conditions. If they are not, then the School is aware that they may be refused by the awarding body.

Word processors will not be:

- Used to perform skills which are being assessed

- Connected to an intranet or any other means of communication
 - Set up with graphic packages or computer aided design software unless permission has been given to use these
- Memory sticks may be used, provided they have been cleared of any previously stored data. An unauthorised memory stick is not permitted
 - Laptops or tablets may be used provided the battery charge is checked before the examination to ensure that the battery is sufficiently charged for the entire duration of the examination. Students using a laptop or tablet may be seated within the main examination hall without the need for separate invigilation and power points
 - Students will not be allowed access to applications such as a calculator (if it is prohibited in an examination), spreadsheets, etc. when using a word processor
 - Predictive text software or an automatic spelling and grammar check will be disabled unless the student has been permitted to use a scribe or voice recognition technology or the awarding body's specification permits the use of automatic spell checking
 - The School will ensure that a word processor cover sheet (Form 4) is completed and attached to a student's typed script
 - Students will be reminded that their centre number, candidate number and unit/component code must appear on each page as a header and footer. Students using Notepad or WordPad (which do not allow for the insertion of a header or footer) will be instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script. They will be supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
 - Students will be instructed to use a minimum 12pt font and double spacing. They will be reminded to save their work at regular intervals
 - Students' work will be printed after the examination is over. Students will be present to verify that the work is their own. Word processed scripts will be attached to answer books

NON-EXAMINATION ASSESSMENT POLICY

Contents

What does this policy affect?	.....
Purpose of the policy	.....
What are non-examination assessments?	.....
Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities	.....
The basic principles	.....
Task setting	.....
Issuing of tasks	.....
Task taking	.....
Supervision	.....
Advice and feedback	.....
Resources	.....
Word and time limits	.....
Collaboration and group work	.....
Authentication procedures	.....
Presentation of work	.....
Keeping materials secure	.....
Task marking – externally assessed components	.....
Conduct of externally assessed work	.....
Submission of work	.....
Task marking – internally assessed components	.....
Marking and annotation	.....
Internal standardisation	.....
Submission of marks and work for moderation	.....
Storage and retention of work after submission of marks	.....
External moderation - feedback	.....
Access arrangements	.....
Special consideration	.....
Malpractice	.....
Enquiries about results	.....
Spoken Language Endorsement for GCSE English Language specifications designed for use in England	.....
Management of issues and potential risks associated with non-examination assessments	.....

What does this policy affect?

This policy affects the delivery of subjects of reformed GCSE, BTEC and other qualifications which contain a component(s) of non-examination assessment.

“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Definition taken directly from the JCQ publication [Instructions for conducting non-examination assessments](#)– This publication is further referred to in this policy as [NEA](#)

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to:

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*

What are non-examination assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects.

The stages are:

- *task setting.*
- *task taking.*
- *task marking.”*

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

The basic principles

Head of centre

- Ensures that the centre’s *non-examination assessment policy* is fit for purpose
- Ensures the centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre’s marking

Senior Leadership Team

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Subject Leaders

- Checks that correct awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria

- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc
- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Ensures that appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment)
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component/unit entry code) to the internal deadline for entries

Subject teacher

- Understands and complies with the general instructions as detailed in the NE
- Where these may also be provided by the awarding body, understands, and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes, or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body

Exams officer

- Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject Leaders

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Ensures that subject teachers make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject Leaders

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing, and teaching and ensure that materials are always stored securely
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

Task taking

Supervision

Subject Leaders ensures subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#).
- Ensure candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject Leaders ensures subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject Leaders

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory and ensures all subject teachers and students are aware of limitations.

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work.
- Ensures that it is possible to attribute assessable outcomes to individual candidates.
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment.
- Assesses the work of each candidate individually.

Authentication procedures

Subject teacher

- Where required by the awarding body's specification:
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
 - signs the teacher declaration of authentication confirming the requirements have been met.
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
 - Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer.

Presentation of work

Subject teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution.
- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number, and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored.
- Secure storage instructions are followed as defined in NEA 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Always reminds candidates of the need to keep their own work secure and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

Task marking – externally assessed components

Conduct of externally assessed work

Subject Leader

- Liaises with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.
- Arranges timetabling and rooming where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body and according to the JCQ publication *Instructions for conducting examinations*

Exams officer

- Arranges invigilation where this is applicable to any externally assessed non-examination component of a specification

Submission of work

Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent.

- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.

Subject teacher

- Provides the attendance register to a Visiting Examiner.
- Packages the work as required by the awarding body and attaches the examiner address label.
- Despatches the work to the awarding body's instructions by the required deadline.

Task marking – internally assessed components

Marking and annotation

Subject teacher

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Subject Leaders

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.).
- Ensures accurate internal standardisation - for example by:
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission
 - retaining work and evidence of standardisation

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site by the external deadline, keeping a record of the marks awarded
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors

Subject leaders

- Keeps a record of the marks awarded

- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

- Confirms with head of department that marks have been submitted to the awarding body deadline
- Confirms with head of department that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of results
- Through the Subject leaders, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Subject Leaders

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - feedback

Subject Leaders

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs co-ordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#).

- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate:
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams officer

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#).
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

Malpractice

Head of centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected, or actual incidents of malpractice involving candidates, teachers, invigilators, or other administrative staff
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Ensures candidates understand of the JCQ document [Information for candidates - non-examination assessments](#).
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#).
- Escalates and reports any alleged, suspected, or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre

- Signposts the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#) to head of department
- Signposts candidates to the relevant JCQ information for candidates' documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected, or actual malpractice

Enquiries about results

Head of centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal.

Subject Leader

- Provides relevant support to subject teachers making decisions about enquiries about results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post Results Services, Information and guidance to centres.](#)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Subject Leader

- Ensures the appropriate arrangements are in place for internal standardisation of assessments.
- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

Exams officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted</i></p> <p><i>prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i></p>	SL/IT/EO
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	SL
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i></p> <p><i>Records confirm all candidates understand the marking criteria</i></p> <p><i>Candidates confirm/record they understand the marking criteria</i></p>	SL
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	SL in conjunction with SLT line manager
Task for legacy specification given to candidates undertaking new specification	<p><i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	SL EO
Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i></p> <p><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	SL

The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	SL EO
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	SL in conjunction with SLT line manager
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course</i> <i>Assessment dates/periods included in centre wide calendar</i>	SL
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	SL/IT
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the</i>	EO informs SL who informs

	<i>awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	teachers.
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Head/SL/EO/ Pastoral lead for the year group
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	EO/Head/SENC o/ SL
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	SL and SLT line manager
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</i>	SL and SLT line manager
A third-party claim that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	Head/SL/EO
Candidate does not reference information from published	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i>	SL/subject teacher if prior

source	<i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	to student signing declaration form. EO/Head If after signing declaration from
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	SL/Subject teacher
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	SL/subject teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	SL/EO
An excluded pupil wants to	<i>The awarding body specification is checked to determine if the</i>	EO/Head/SL

complete his/her non-examination assessment(s)	<i>specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	
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Resources

A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	SL/Subject teachers/IT
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites, and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records,</i>	SL/subject teacher if prior to student signing declaration form.

	<i>awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	EO/Head if after signing declaration from
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject teacher/SL/ SLT line manager
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Head/SL/EO
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	EO/SL/Head
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject teacher/SL
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	SL

Presentation of work

Candidate does not fully

Cover sheet is checked to ensure it is fully completed before

Subject

complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>accepting the work of a candidate for formal assessment</i>	teacher/SL
Keeping materials secure		
Candidates work between formal supervised sessions are not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Subject teacher/SL
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	SL/EO
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	SL/HOD
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Subject teacher
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately, where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	SL/Subject teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	SL/EO
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	SL/EO
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Head/SL/EO

A teacher marks the work of his/her own child	<i>A conflict of interest is declared at start of course by informing the awarding body that a teacher is teaching his/her own child Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	EO/SL/SLT line manager
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	SL/EO
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Head/SL/EO
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>Candidates are informed of marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process</i>	Subject teacher/SL/ EO/Head

	<p><i>Candidates are informed of their marks at least two weeks prior to internal deadline set by exams officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i></p>	
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	<p>Subject teacher/SL/EO</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/head of department as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	<p>SL/SLT/Head</p>
<p>Subject teacher long term absence during the marking period</p>	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	<p>SLT line manager/SL</p>

Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre

“recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from chapter 5.4 of the current JCQ publication [General regulations for approved centres](#)]

This publication is further referred to in this policy as [GR](#).

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#)

This publication is further referred to in this policy as [AA](#).

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations
- Ensures the quality of the access arrangements process within the centre
- Ensures a policy demonstrating the centre’s compliance with relevant legislation is in place

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Special educational needs coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)
- Leads on the access arrangements process to facilitate access for candidates

- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments

Teaching staff

- Inform the SENCo of any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication [AA](#)
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments and evidences to identify the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated.
- Follows guidance in [AA](#) Chapter 8 to process approval applications for access arrangements for GCSE and all qualifications
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this be applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms

- appropriate evidence to support the need for the arrangement where required
- appropriate evidence to support normal way of working within the centre
- in addition, for GCSE and GCE qualifications (where approval is required), a printout of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Following the appropriate process (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Presents the candidates' files when requested by a JCQ Centre Inspector

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations](#) (ICE).

Head of centre

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#) (page 44)

Special educational needs coordinator (SENCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s)

- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Exams officer

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#) (page 44)
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
 - prints pre-populated cover sheets from AAO where this is required for GCSE and all qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Other relevant centre staff

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked, and internally verified by the centre and moderated by the awarding body.

“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Quote taken from the JCQ publication [Instructions for conducting non-examination assessments – Foreword, page 3](#)]

Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates.
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s)
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates.
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures cover sheets are completed as required by facilitators
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

Internal exams

These are exams or tests which are set and marked within the centre, normally a pre-cursor to external assessments.

Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

Facilitating access - examples

The following information confirms the centre’s good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i> <i>Papers checked for those testing reading</i> <i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i> <i>Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment</i> <i>Confirms with candidate how and when they will be prompted</i> <i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i> <i>Provides height adjustable desk in exam room. Allocates exam room on ground floor near adapted bathroom facilities</i> <i>Spaces desks to allow wheelchair access. Seats candidate near exam room door</i> <i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i> <i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i>
Panic attack before start of exam	Allow student to have short supervised break before starting exam Move to back/front of exam room	<i>If student in exam room, allow to leave with an invigilator. Allow student time to calm down whilst being supervised by invigilator.</i> <i>May need to seek help from student support lead</i> <i>Student moved to back or front of exam room to be near door before re-starting the exam. Student allowed the full time for the exam.</i>
Private student with access arrangements taking exam at centre	25% Extra time Separate invigilation within the centre	<i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i> <i>Medical evidence requested. Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>

Causes of potential disruption to the exam process

1. Exams Manager extended absence at key points in the exam process (cycle)

School actions:

Deputy Headteacher to take over responsibilities for the management of examinations Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
annual exams plan not produced identifying essential key tasks, key dates and deadlines o policies not revised, updated and in place
sufficient invigilators not recruited and trained

Entries & Registrations

awarding bodies not informed of early/estimated entries which prompts release of early information required by teaching staff
candidates not being entered with awarding bodies for external exams/assessment o awarding body entry deadlines missed or late or other penalty fees being incurred o Vocational entries and procedures not applied

Preparing

access arrangements not provided by SEN Manager
exam rooming allocation, timetabling; invigilation schedules; and clash resolutions not prepared
candidates (and parent/carer's) not briefed on exam timetables and awarding body information for candidates
pre-release materials not managed appropriate
exam/assessment materials and candidates' work not stored under required secure conditions
internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Conducting exams

exams/assessments not taken under the conditions prescribed by awarding bodies
required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration, etc.
candidates' scripts not collated, stored, and/or dispatched as required to awarding bodies or computer-based exams not conducted as required by awarding bodies

Results and post-results

preparation of MIS for receipt of results disrupted
access to examination results affects the distribution of results to candidates o the facilitation of the post-results services
distribution of certificates impeded

2. SEN Manager extended absence at key points in the exam cycle

School actions:

Deputy Headteacher assumes direct responsibility for SEN Manager in their absence

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

candidates not tested/assessed to identify potential access arrangement requirements or evidence of need and evidence to support normal way of working not collated
provision of additional support not made to help candidates achieve their course aims, e.g. spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment

Preparing

approval for access arrangements not applied for to the awarding body
modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
staff providing support to access arrangement candidates not allocated and trained o Exams Manager not kept updated on access arrangement requirements

Conducting exams

access arrangement candidate support not arranged for exam rooms

3. Teaching staff / Head of Department extended absence at key points in the exam cycle

School actions:

Where applicable the second in charge of department will assume responsibility

Where no second in department exists, the SLT link for that department will nominate a member of staff to assume responsibility

Criteria for implementation of the plan

Key tasks not undertaken including:

Early/estimated entry information not provided to the Exams Manager on time; resulting in pre-release information not being received

Access arrangement requirements not notified to SEN Manager in time
Final entry information not provided to the Exams Manager on time; resulting in o candidates not being entered for exams/assessments or being entered late o late or other penalty fees being charged by awarding bodies
Internal assessment marks and candidates' work not provided to meet submission deadlines

Invigilators - lack of appropriately trained invigilators or invigilator absence

School actions:

Internal staff to be utilised alongside the team of trained invigilators.

Criteria for implementation of the plan

Failure to train sufficient invigilators to conduct exams
Invigilator shortage on peak exam days
Invigilator absence on the day of an exam
Collection of exam papers and other materials before start of exam

Collection of exam papers in the correct order at the end of the exam and return to exams office

Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

School actions:

Alternative rooms to be sourced by SLT
Deputy Headteacher to co-ordinate the re-rooming of timetabled classes as appropriate

Criteria for implementation of the plan

Exams Manager unable to identify sufficient/appropriate rooms during exams timetable planning
Insufficient rooms available on peak exam days
Main exam venues unavailable due to an unexpected incident at exam time

Failure of IT systems

School actions:

IT Manager to liaise with MIS provider as a matter of urgency.
The School to communicate with relevant awarding bodies at the outset to resolve the issue.

Criteria for implementation of the plan

MIS system failure at final entry deadline
MIS system failure during exams preparation / exams sessions
MIS system failure at results release time

Disruption of teaching time – School closed for an extended period

School actions:

School to communicate with parents, carers, and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]. School remains responsible for preparing students, as usual, for examinations. School has methods in place to facilitate alternative methods of learning than on the school site, should the need arise, for example via online materials or Skype.

Bad weather

If weather is adverse, and the school is closed on a day of a scheduled public examination the Headteacher will assess the possibility of key staff being able to attend. If he is confident that key staff can be in attendance and that the exam will run. The school website will be updated to show timetabled examinations are still going ahead and advising of any revised start times. Start times may be delayed for morning exams if several candidates are late (permission will be sought from relevant awarding bodies). All candidates are expected to make the effort to come in and sit their examination. The decisions regarding travelling to school for an exam rest with individual families taking consideration of the weather

and road conditions locally to them. If a candidate is unable to get into school on an exam day because of inclement weather, it is imperative that families contact the school as soon as possible to explain that this has occurred. If the headteacher were to take a decision that the school has to shut, as it is unsafe to open, we would notify the awarding body that we had been unable to run the exams that were scheduled for that day.

- School Emergency Plan Appendices:- 3 (Bomb threats and suspect packages); 4 (Extreme winter weather); 6 (Rest centres); 7 (School lockdown); 8 (Serious infectious diseases); 9 (Toxic cloud) or 10 (Unavoidable school closure) will be implemented as appropriate

Criteria for implementation of the plan

- School closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

8. Disruption in the receipt of examination papers

School actions:

- The School to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]
- Awarding bodies can provide school with electronic access to exam papers via external networks. The Examinations Manager would then ensure that copies are received, made, and stored under secure conditions, before use.
- School Emergency Plan Appendices:- 3 (Bomb threats and suspect packages); 4 (Extreme winter weather); 6 (Rest centres); 7 (School lockdown); 8 (Serious infectious diseases); 9 (Toxic cloud) or 10 (Unavoidable school closure) will be implemented as appropriate.

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the School in advance of examinations

9. Candidates unable to take examinations because of a crisis – School remains open

School actions:

- The School to communicate with relevant awarding organisations at the outset to make them aware of the issue. The School to communicate with parents, carers, and candidates regarding solutions to the issue. [Joint Contingency Plan (JCP) scenario 2]. School will liaise with the affected candidate(s) to identify whether the examination can be sat at an alternative venue in agreement with the relevant Awarding Body. School will apply for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible if they have a medical certificate, have adequately completed a self-certification form or have been advised by their School not to attend an examination. If a candidate chooses not to sit an examination s/he should be aware that special consideration rules will not apply.
- School Emergency Plan Appendices:- 3 (Bomb threats and suspect packages); 4 (Extreme winter weather); 6 (Rest centres); 7 (School lockdown); 8 (Serious infectious diseases); 9 (Toxic cloud) or 10 (Unavoidable school closure) will be implemented as appropriate.

Criteria for implementation of the plan

- Candidates are unable to attend the examination School to take examinations as normal

10. Evacuation while Exam in Progress

School actions:

1. Note the time the alarm went off and the starting time of the exam.
2. All examination material and other items must be left on the examination desks.
3. Tell the candidates to remain calm and leave their belongings and papers on their desks.
4. Before the students exit the examination room, remind them that they are still under examination regulatory conditions and they must not talk or communicate with each other or any other individual in any way. Remind them that a breach of regulations could mean disqualification from their examination.
5. The deputy headteacher and/or at least two assistant headteachers from SLT will attend the main exam room to assist with the evacuation and to help invigilators maintain examination conditions.
6. Invigilators and SLT will lead the candidates out of the room and the building by the nearest safe exit and proceed to the assembly point (as designated within the Health and Safety Policy). Students will assemble at the Assembly Point in seat order.
7. The exam attendance registers should be taken out to ensure that all candidates are present and accounted for at rollcall.
8. Once the all clear for re-entering the building is given, remind the candidates that they must be silent then escort them back to the examination room.
9. Note the time of restarting the examination and change the finish time accordingly. Make sure all this information is clearly recorded on an Incident Log Sheet, so that a Special Consideration can be submitted by the Examinations Manager to the relevant awarding bodies.
10. Note: For afternoon examinations the school will then contact bus companies and parents of students who rely on buses. This will only occur if the new finish time of the examination exceeds the planned finish time beyond 2.30pm.

School to communicate with relevant awarding organisations to make them aware of the issue. School to communicate with parents, carers, and candidates regarding solutions to the issue. School Emergency Plan Appendices:- 3 (Bomb threats and suspect packages); 4 (Extreme winter weather); 6 (Rest centres); 7 (School lockdown); 8 (Serious infectious diseases); 9 (Toxic cloud) or 10 (Unavoidable school closure) will be implemented as appropriate

Criteria for implementation of the plan

- Examination venue(s) require evacuation (while maintaining the integrity of the examination system and safeguarding qualification standards)
- A confirmed genuine fire within the school building
- A gas leak that could result in an explosion is discovered
- Evacuation of the school building is required by the police or other emergency services or an improvised explosive device is found within the school site
- A bomb threat is received by the school and is deemed genuine
- Major structural damage to the school building suggests collapse is imminent

11. School unable to open as normal during the exams period

School actions:

- A School which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCQ scenario 5]
- The responsibility for deciding whether it is safe for School to open lies with the Headteacher. If the school does close, the Awarding Bodies will be informed (if examinations are due to be taken) as soon as possible. School will remain open for examination and examination candidates only, if possible. School may use alternative venues in agreement with the relevant Awarding Body (e.g. share facilities with other School or use other public building, if possible). Candidates will be offered the opportunity to sit examinations missed at the next available examination series in the case of modular or one-year option courses. Where this is not possible for certifying candidates in their final year, advice will be sought from awarding bodies. School will apply to Awarding Bodies for special consideration for candidates where they have met the minimum requirements.

- School Emergency Plan Appendices:- 3 (Bomb threats and suspect packages); 4 (Extreme winter weather); 6 (Rest centres); 7 (School lockdown); 8 (Serious infectious diseases); 9 (Toxic cloud) or 10 (Unavoidable school closure) will be implemented as appropriate

Criteria for implementation of the plan

- School unable to open as normal for scheduled examinations

12. Disruption to the transportation of completed examination scripts

School actions:

The School to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

School will ensure the secure storage of completed examination papers until collection. School will seek advice from awarding bodies and normal collection agency regarding collection.

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

13. Assessment evidence is not available to be marked

School actions:

It is the responsibility of the headteacher to communicate this immediately to the relevant awarding bodies and subsequently to students and their parents/carers. (JCP scenario 6)

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

14. School unable to distribute results as normal

School actions:

School to contact awarding bodies about alternative options. [JCP scenario 11]

Criteria for implementation of the plan

- School is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Scenarios, criteria and specific communications have been taken directly from the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland (details of which can be found on Ofqual's website, see next page)

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales, and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

JCQ

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergencies and severe weather: schools and early year's settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning <https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

Marshfields School Functional Skills Booking Form

All bookings should give a minimum 14 days' notice in advance of the requested test date. Candidates cannot re sit any papers until a 14-day period has passed from any previous tests.

Teacher making the booking		
Name:	Signature:	Date:
Head of Department Declaration		
As Head of Department, I confirm that candidates are ready to sit a test and bookings can therefore be made.		
Name:	Signature:	Date:
Checked by Exams Officer and booking made		
Name: Nicki White	Signature: 	Date:

Please book each level on a separate form, even if candidates of different levels will be tested on the same date.

Exam Board	Pearson Edexcel	Course	Functional Skills	
Subject	English <input type="checkbox"/> Mathematics <input type="checkbox"/>	Level	E1 <input type="checkbox"/> E2 <input type="checkbox"/> E3 <input type="checkbox"/>	
Paper (English Only)	Reading <input type="checkbox"/> Writing <input type="checkbox"/>	Date / Time of Test		

Is this a booking for a re sit? Yes No

I confirm that a minimum of 14 days has passed since the candidate/s sat their previous test.

Teacher's Name:

Teacher's Signature:

Please Note: **Enlarged papers** need to be ordered from the board **10 weeks** in advance of the date of the test and should be requested on form (see over). Printing onto coloured paper is facilitated by the Exams Officer and should be requested on form (see over). Centre approved Access Arrangements e.g. Read Aloud, should be requested on form (see over).

Invigilation/Supporting Staff informed of Date and Time of Test (DH/EO)

Initials:

Initials: