



## EXAMINATIONS POLICY

Committee/Person Responsible for Policy:	Pupil and Curriculum Committee Head Teacher
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Next Review Due:	January 2026

This policy has been authorised by the Governors of Foxwood Academy and is addressed to all members of staff and volunteers and is available to all parent/carers on request. It is also published on the Academy website.

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## **Introduction**

The purpose of this exams policy 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 policy will be reviewed every 3 years. The exams policy will be reviewed by the Examinations Officer and Deputy Headteacher. Where references are made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

## **Exam Responsibilities**

### **The Head of Centre:**

- Has overall responsibility for the academy 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 Officer<sup>1</sup>:**

- 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 parent/carers are informed of and understand those aspects of the exams timetable that will affect them.
- Checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- 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 publications for Access arrangements, reasonable adjustments and special consideration.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Is the senior exams invigilator and organises 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, dispatches, and stores returned coursework / controlled assessments.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

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

**14-19 Phase Leader / Subject Teachers:**

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

**Teachers:**

- Supplying information on entries, coursework and controlled assessments as required by the Phase Leader and/or exams officer.
- Identifying candidates' requirements for access arrangements.

**Phase Leader/SENCo**

- Undertaking the necessary steps to gather an appropriate picture of need and demonstrate normal way of working of a student before applying for Access Arrangements.

**Lead invigilator / invigilators:**

- Assisting the exams officer in the efficient running of exams according to JCQ regulations.
- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

**Candidates:**

- Confirmation and signing of entries.
- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- Ensuring the conduct themselves in all exams according to the JCQ regulations.

**Qualifications**

The qualifications offered at this centre are decided by the Head of Centre, Deputy Headteacher and Teachers of the Academy. The types of qualifications offered are GCSEs, Functional Skills, Entry Levels and Vocational qualifications. Informing the exams officer of changes to a specification is the responsibility of the Head of Centre and Teachers of the Academy. Decisions on whether a candidate should be entered for a particular subject will be taken by the subject teacher in consultation with the Deputy Headteacher.

**Exam Series / Exam Timetables**

Internal exams (mock or trial exams) and assessments are scheduled as necessary. External exams and assessments are scheduled in the June series. Internal exams are not held under external exam conditions. Once confirmed, the exams officer will circulate the exam timetables for *external* exams at a specified date before each series begins. This will also be published on the Academy website.

## **Entries, Entry Details and Late Entries**

Candidates or parent/carers can request a subject entry, change of level or withdrawal. The centre does not accept entries from private candidates. The centre does not act as an exams centre for other organisations. Entry deadlines are circulated to subject specialists and subject teachers via email. They will then 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 the head of centre. GCSE re-sits are allowed. Functional skills re-sits are allowed. Re-sit decisions will be made by Teachers in consultation with Deputy Headteacher and Head of Centre.

## **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 action well in advance for each exams series. GCSE and Functional Skills entry exam fees are paid by the centre. Late entry or amendment fees are paid by the centre.

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 (refer to *Foxwood Academy – Public Sector Equality Duty (PSED)*).

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the head of centre.

## **Access Arrangements**

All students at Foxwood Academy have an EHCP related to their special educational needs.

It is the responsibility of the subject teacher along with the phase leader to determine the needs of the candidate by referring to their EHCP. The SENCO/Subject teacher must substantiate the documentation with a picture of need. This must be produced on centre headed paper, signed and dated.

Ensuring there is appropriate evidence for a candidates access arrangement is the responsibility of the subject teachers, 14-19 Phase Leader and the examinations officer. Submitting completed

access arrangement applications to the awarding bodies is the responsibility of the examinations officer.

Rooming for access arrangement candidates will be arranged by the examinations officer. Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the examinations officer.

### **Contingency Planning**

Contingency planning for exams administration is the responsibility of the Examinations Officer (See Examination Contingency Plan in Appendix F).

### **Malpractice**

The head of centre in consultation with the examinations 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. Site management staff is responsible for setting up the allocated rooms, and will be advised of requirements a week in advance.

The examinations officer 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 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 heads of department in accordance with JCQ's recommendations and no earlier than 1 hour after candidates have completed it.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with the post office.

### **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 subject teacher. The centre's published rules on acceptable dress and behaviour apply at all times. 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 invigilator/examinations officer. Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times. The Examinations Officer/Invigilator is responsible for handling late or absent candidates on exam day.

### **Identifying Candidates**

Invigilators will establish the identity of all candidates sitting examinations. The head of centre will make sure that appropriate arrangements are in place so that invigilators can carry out adequate checks on the identity of all candidates. As a relatively small centre, all candidates are known to the exams officer/Deputy Headteacher who have been authorised by the head of centre to be present at the start of all examinations to assist with the identification of candidates. When identifying candidates the attendance register should ideally be completed.

### **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 Examinations Officer to that effect. The candidate must support any special consideration claim with appropriate evidence. The exams officer will make a special consideration application to the relevant awarding body as soon as possible

### **Internal Assessment**

It is the duty of subject teachers 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.

Marks for all internally assessed work are provided to the exams office by the subject 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.

### **Results**

Candidates will receive individual result slips on results days,

- In person at the centre.
- By first class post to their home address if preferred.

The results slip will be in the form of the awarding bodies Candidate Statement of Provisional Results (CSoPR). Arrangements for the centre to be open on results days are made by the Head of Centre and Examinations Officer. The provision of the necessary staff on results days is the responsibility of the Head of Centre.

### **Enquiries about Results (EaR)**

EaR's may be requested by centre staff or the candidate following the release of results. (See Internal Appeals, including EaR's, Policy – Appendix B).

### **Access to Scripts (AtS)**

After the release of results, candidates may ask subject staff to request the return of written exam papers within a reasonably timescale. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. Re-marks cannot be applied for once an original script has been returned. Processing of requests for AtS will be the responsibility of Head of Centre.

### **Certificates**

Candidates will receive their certificates

- In person at the centre.
- By first class post to their home address.

### **Appendix A**

<b>General roles</b>	<b>Access arrangements / special consideration roles</b>	<b>Invigilator / invigilation / malpractice roles</b>
<ul style="list-style-type: none"><li>• Head of centre</li><li>• Deputy Headteacher</li><li>• Exams officer</li><li>• Subject teachers</li><li>• Candidate</li><li>• Parent/carer/carers</li></ul>	<ul style="list-style-type: none"><li>• Deputy Headteacher</li><li>• Exams officer</li><li>• 14-19 Phase Leader</li><li>• Teachers</li><li>• SENCo</li></ul>	<ul style="list-style-type: none"><li>• Exams officer</li><li>• Senior Invigilator</li><li>• Centre administration</li><li>• Support staff</li><li>• Senior leaders</li><li>• External staff</li><li>• Agency employees</li><li>• Head of centre</li><li>• Invigilator</li></ul>

### **Appendix B**

### **Internal Appeals and Enquiries about Results (EaR) Policy**

Foxwood Academy 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 the appropriate knowledge, understanding skills, and who have been trained in this activity. 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 a student feels that this may not have happened in relation to his/her work he/she may make use of this 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 reference in the student guidance notes.

This procedure is available from the Academy office.

1. Appeals should be made as soon as possible, and should be directed to the attention of the examinations officer. Any appeal should be made before the end of the academic year
2. Appeals should be made in writing to the Examinations Officer, who will investigate the appeal. If the Examinations Officer is not able to conduct the investigation for some other reason, the Deputy Headteacher will investigate the appeal. (If the Deputy Headteacher was directly involved in the assessment in question, the Head of Centre will appoint another member of staff of similar or greater seniority to conduct the investigation).
3. The Examinations Officer or other member of staff will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the series. (Currently the end of June for the summer series).
4. You will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of your work, and any changes made to improve matters in future.
5. The outcome of the appeal will be made known to the Head of Centre, and will be logged as a complaint under the complaints procedure. 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 (examinations board) to ensure consistency between centres. Such moderation may change the marks awarded for internally assessed work. That is outside the control of Foxwood Academy and is not covered by this procedure. If you have concerns about it, please ask the Examinations Officer for a copy of the appeals procedure of the relevant examinations board.



## **Enquiries about Results (EaR's)**

Any student who wants to query a mark/grade awarded by an awarding body upon issue of results should follow the following procedure:

1. Contact the Examinations Officer as soon as possible (but at least 5 working days before the published deadline for EaRs) in person to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved in this process.
2. Students should be aware that EaRs can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form to confirm that they understand the consequence of an EaR. Consent forms will be issued by the Examinations Officer.
3. The subject teacher will review the student's marks/grades and discuss with the Head of Centre, where relevant, on the appropriate action taking into account the breakdown of marks, the grade boundaries and the student's predicted grades.

### ***If the Head of Centre agrees to support the EaR:***

- a. The request, together with the student's consent form, should be made to the Examinations Officer before the published deadline for EaR's. Responsibility for the cost of the enquiry will be borne by the candidate and paid for in advance of the request being made. The request is made online. It is the Centre's policy that EaRs will only be requested when marks are 2-3 off the next grade boundary.

### ***If the Head of Centre does not agree to support the EaR:***

- b. A student may appeal against the decision not to support an EaR. Appeals should be made in writing to the Examinations Officer, at least 5 working days before the published deadline for EaR's. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the student, parent/carer or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Leadership Team; the outcome of the appeal will be communicated by telephone/email/1st class letter post within 24 hours of receipt. This decision is final.
  - c. If the centre does not support the EaR the student may still proceed with the EaR but all costs involved will be paid by the student at the time the EaR is made. No EaR's will be made until fees are paid. Requests must be made in person to the Examinations Officer before the published deadline for EaR's. If the enquiry is successful the fee will be refunded to the student.
4. Outcomes following EaR's will be forwarded by the Examinations Officer to the student as soon as possible after they have been received from the Awarding Bodies.

## Appendix C

<b>Internal Appeals Form</b>			
Name of person appealing decision		Candidate name	
Awarding body		Unit/exam paper code	
Subject		Unit/exam paper title	
Grounds for your appeal (please state below/continue overleaf if necessary)			
<p>Please indicate what the appeal is against by ticking from the boxes below:</p> <p><input type="checkbox"/> an internal assessment decision</p> <p>Upon signing this form and selecting the tick box directly above, you will be confirming that you understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body specification and associated subject-specific documents. An appeal may only be made against the marking/assessment process and not against the actual mark submitted by the centre for moderation by the awarding body.</p> <p><input type="checkbox"/> the outcome of an enquiry about results (EAR)</p> <p>Upon signing this form and selecting the tick box directly above, you are confirming that you understand that the grounds for an appeal must relate to the awarding body's procedures or the application of the post-result service procedures. You are also confirming that you understand that appeals do not generally involve further reviews of marking candidates' work and that you will pay in advance any fees which may be charged by the awarding body in relation to this appeal. The fee will only be refunded to you if the appeal is upheld.</p>			
Signature:		Date:	

## Appendix D

### Policy for the Management of Controlled Assessments

This is a new Policy and will be reviewed annually to ensure compliance with current regulations

#### Purpose of the Policy

This purpose of this policy is to:

- Identify staff responsibilities in planning and managing GCSE controlled assessments.
- Examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.

This policy complies with JCQ's General Regulations in that the centre is required to "have in place, and be available for inspection purposes, a written policy with regard to the management of GCSE controlled assessments".

This policy does not cover specific instructions for conducting controlled assessments which are provided by JCQ and awarding bodies.

#### Outlining staff responsibilities - GCSE controlled assessments

##### Head of Centre / Deputy Headteacher

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with teachers to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
  - Clashes/problems over the timing or operation of controlled assessments;
  - Issues arising from the need for particular facilities (rooms, IT networks, time out of academy etc.);
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

##### Teaching Staff

- Decide on the awarding body and specification for a particular GCSE.
- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.

- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.

Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.

- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the Examination Officer for any assistance required for the administration and management of access arrangements.

### **Exams Officer**

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the Head of Centre / Deputy Headteacher.

**Appendix E**  
**Risk Management Process - GCSE Controlled Assessments**

Risks and Issues	Remedial Action		Staff
	Forward Planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with academy calendar – negotiate with other parties	EO/DHT/PL
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	EO/DHT/PL
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	EO

Risks and Issues	Remedial Action		Staff
	Forward Planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	EO/ ICT Admin
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	EO / ICT Admin
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	EO/ICT Admin
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	To contact parent/carers, establish the reason why the candidate is absent. Look at rearranging the session	DHT/PL

Risks and Issues	Remedial Action		Staff
	Forward Planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	EO
Supervision			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	To make sure all teachers have a copy of the JCQ instructions for conducting controlled assessment	EO

Risks and Issues	Remedial Action		Staff
	Forward Planning	Action	
Task Setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	EO
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	EO
Security of Materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	EO
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	EO
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	EO

Risks and Issues	Remedial Action		Staff
	Forward Planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	EO/ DHT
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	EO/ DHT
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign. Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	EO
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	EO

Risks and Issues	Remedial Action		Staff
	Forward Planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	DHT
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	DHT

## Appendix F:

### Examination contingency plan

**Approved by:** Mr James Hutchinson

**Date:** January 2023

**Next review due by:** September 2026

## 1. Aims

The aims of this plan are:

- To examine potential risks and issues that could cause disruption to the management and administration of exams
- To mitigate the impact of disruptions by providing actions or procedures to follow

## 2. Legislation and guidance

This plan complies with the [Joint Council for Qualifications \(JCQ\) General Regulations for Approved Centres](#), which require all exam centres to have a written examination contingency plan/examinations policy.

## 3. Responsibilities

### 3.1 Head of centre

The head of centre is Mr James Hutchinson. He will ensure that a written examination contingency plan/examinations policy is in place which covers all aspects of examination administration.

### 3.2 Staff and invigilators

Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

## 4. Monitoring arrangements

This policy will be reviewed every 3 years in the autumn term, or well in advance of each exam series.



Scenario	When to implement	Actions	Person(s) responsible
Disruption of teaching time – centre is closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning	<p>Seek advice from awarding organisations and JCQ</p> <p>Communicate with parent/carers, carers and students about the potential for disruption to teaching time and plans to address this</p> <p>Have a contingency plan to facilitate alternative methods of learning, alternative venues or both</p> <p>Prioritise candidates who will be facing examinations shortly</p> <p>Advise candidates, where appropriate, to sit examinations in the next available series</p>	Head of Centre/Exams Officer
Candidates unable to take examinations because of a crisis – centre remains open	In the event that candidates are unable to attend examination centres to take examinations as normal e.g. sickness bug	<p>Communicate with relevant awarding organisations at the outset to make them aware of the issue. Also communicate with parent/carers, carers and candidates regarding solutions to the issue</p> <p>Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations</p> <p>Offer candidates an opportunity to sit any examinations missed at the next available series</p> <p>Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements</p>	Deputy Headteacher/Exams Officer

Centre is unable to open as normal during the examination period	In the event that the centre is unable to open as normal for scheduled examinations, e.g. a fire at the centre forces it to close	<p>Inform relevant awarding organisations as soon as possible</p> <p>Refer to emergency plans and/or health and safety policy, where appropriate</p> <p>Open for examinations and examination candidates only, if possible</p> <p>Use alternative venues in agreement with relevant awarding organisations</p> <p>Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements</p> <p>Offer candidates an opportunity to sit any examinations missed at the next available series, if possible</p>	Head of Centre/Exams Officer
Disruption in the distribution of examination papers	In the event that there is disruption to the distribution of examination papers to centres in advance of examinations	<p>Communicate with awarding organisations to organise alternative delivery of papers</p> <p>Arrange with exam boards for alternative means of receiving papers, e.g. electronically or alternative courier</p>	Exams Officer
Disruption to the transportation of completed examination scripts	In the event that there is a delay in normal collection arrangements for completed examination scripts	<p>Communicate with awarding organisations to organise alternative delivery of papers</p> <p>Arrange with exam boards for alternative means of receiving papers, e.g. electronically or alternative courier</p>	Exams Officer
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked, e.g. a fire at the centre destroys completed examination scripts	Communicate this immediately to the relevant awarding organisation(s), candidates and their parent/carers or carers	Head of Centre/Exams Officer

Centre is unable to distribute results as normal	In the event that the centre is unable to access or manage the distribution of results to candidates	Contact awarding organisations about alternative options Make arrangements to access results at an alternative site Share facilities with other schools/colleges if possible	Deputy Headteacher/Exams Officer
To put in place arrangements for Cover in the event of Examinations Officer /SENCO etc being off ill	In the event that the Examinations Officer is absent on the day of an examination	Ensure the Deputy Headteacher is aware of the procedures to follow in the event of illness of the EO. Make them aware of how the room is set up, where the examination papers are located etc	Deputy Headteacher/Exams Officer

## **Appendix G**

### **Use of a Word Processor (Exams)**

This addition to the Exams Policy will be formally reviewed every 3 years. Any annual updates following the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams each year will be adhered to.

References in this policy to AA and ICE relate to/are directly taken from the *Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations* publications.

#### **Introduction**

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

(AA 4.2.1)

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. 14-19 Phase Leader/SENCOs must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.1)

The 14-19 Phase Leader /SENCO must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

#### **Purpose**

This policy details how Foxwood Academy complies with AA chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE (sections 14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

#### **The centre will:**

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate where appropriate to their needs  
For example, a candidate with:
  - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly

- a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
  - not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
  - consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
  - process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
  - provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

**The centre will not:**

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in exams or can work faster on a keyboard, or because he/she uses a laptop at home. (AA 5.8.4)

### **Arrangements at the time of the assessment for the use of a word processor**

A candidate using a word processor is accommodated in a room separate to the main exam venue- this may be as a single student or within a room where other students with the same access arrangements are seated.

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- (Where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In these instances once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Portable storage medium**

(ICE 14.25)

The centre will ensure that any portable storage medium (e.g. a memory stick) used:

- is provided by the centre
- is cleared of any previously stored data

### **Printing the script after the exam**

(ICE 14.25)

The centre will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

The centre may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

## **The criteria Foxwood Academy uses to award and allocate word processors for examinations**

Foxwood Academy allocates word processors for use in examinations in line with JCQ regulation. The criteria used to award and allocate word processors for examinations is detailed below. The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example, the use of a scribe or the use of speech recognition technology, etc.

### **The use of word processors**

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

This may include where a candidate has, for example:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

The only exception to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

### **Arrangements for the use of word processors at the time of the assessment**

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the 14-19 Phase Leader/SENCo and the exams manager. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

Statement produced by: Head of Centre