



Our Lady & St. Bede Catholic Academy

# Examination & Assessment Policies and Procedures



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## 1. Centre Organisation: Examinations and Assessments

### **Mo Wilkinson - Headteacher**

- Strategic Leadership, School Evaluation, Improvement and Innovation
- Line Manage: Senior Leadership Team

### **Rachel Jarvis – Director of Quality of Education**

- Curriculum Development, Achievement, Staffing and Standards
- Line Manage: Heads of Department, Assistant Headteachers,
- Point of Escalation: Will assume overall responsibility for External Examinations in the event the Assistant Headteacher with responsibility for Examinations is absent.

### **David Pinnock - Deputy Headteacher**

- Pastoral, Inclusion and Safeguarding
- Line Manage: Heads of Year, SENCO, Climate for Learning Lead, Pope Francis Centre Manager, Family Welfare Support and LAC Manager

### **James Race – Assistant Headteacher**

- Internal and External Examinations, Assessment Data and Pupil Tracking
- Vocational Qualification Quality Nominee
- Line Manage: Examinations Officer, Alternative Provision Lead (ASDAN), BTEC Lead IVs, Cover Supervisors

### **Joshua Gilraine - Examinations Officer**

- Administration for External Qualifications, Data and Reports

### **Alex Glover/Lucy Kreczak - SENCO**

- Access arrangements, SEN, Home and Hospital Arrangements.

### **David Healey – ASDAN Coordinator**

- Programme Co-ordinator ASDAN
- Support and quality assure the work of all teachers delivering ASDAN

### **Bradley Woods – Head of Physical Education**

- Head of P.E. Programme Co-ordinator OCR National Sport



- Co-ordinate & Support Assessors: Jackie Egan, David Healey, Rachel Lowe, Callum Wardman, Olivia Bullock.

### **Lorna Gilliland – Teacher of Computer Science**

- Programme Co-ordinator BTEC Digital Information Technology
- Lead IV – Head of Department Kathryn Wrightson

### **Lesley Stewart – Coordinator OCR National Health & Social Care**

- Programme lead and teacher of Health & Social Care

## **2. Roles and Responsibilities**

### **Headteacher.**

Having overall responsibility for the school as an exam centre, the Headteacher:

- Ensures that the centre acts in accordance with the conditions of approval, regulations and policies of the JCQ and awarding organisations.
- Advises on appeals and re-marks.
- Is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document - *Suspected malpractice in examinations and assessments*.

### **Assistant Headteacher – Examinations and Assessment**

- Quality assures the delivery of all external qualifications, by establishing effective policies, systems and processes and evaluating and reporting on all aspects of internal and external examinations and assessment.
- Be accountable for the safe and secure conduct of examinations and controlled assessments.
- Ensure assessments comply with JCQ and Awarding Bodies' guidelines.
- Coordinating with Heads of Department to schedule internal and external examinations and controlled assessments.
- Map overall resource management requirements for the year. As part of this resolve:
  1. Clashes / problems over the timing or operation of controlled assessments, internal and external examinations.
  2. Issues arising from the need for particular facilities (rooms, IT networks, time out of centre etc.)
- Line manages the Examinations Officer to coordinate and oversee their work to ensure that all key deadlines are met.
- Ensure that all staff involved with delivering externally assessed qualifications have a calendar of events.





- Create, publish, and update policies and procedures for conducting internal, external examinations and controlled assessment, including an internal appeals' procedure for assessment decisions.
- Responsible for reporting any suspected malpractice to the Headteacher.

### **Examinations Officer**

Manages the administration of public and internal examination requirements:

- Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- Oversees the production and distribution to staff, governors and pupils of an annual calendar for all exams in which pupils will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that pupils and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework/controlled assessment is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks, and stores securely all exam papers and completed scripts, maintaining a written log of all examination materials received.
- Administers and makes applications, with the SENCo, access arrangements for special consideration using the JCQ publications *Access arrangements, reasonable adjustments and special consideration 12/13*.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Co-ordinates with the Senior Exam Invigilator in organising the recruitment, training, booking, organisation and monitoring of a team of exams invigilators responsible for the conduct of exams and ensuring adequate invigilator cover for all examinations.
- Submits pupils' non-examined assessment marks, despatches and tracks completed examination papers, controlled assessment and assessment samples to the examination boards and stores returned coursework/controlled assessment and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to pupils and forwards, in consultation with the Senior Leadership Team, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of pupils for their exams.
- Processes data on pupil attainment in internal and external examinations and responsible for the administration of termly and end-of-year reporting data on pupil progress.
- Coordinates the dissemination of exam certificates to pupils.



### **Quality Nominee – Vocational Qualifications**

The role of the quality nominee is to:

- Ensure all policies and procedures are in place to support the delivery of vocational qualifications and support Course Leaders and lead Internal Verifiers with their implementation to actively promote good practice.
- Responsible for the overall quality assurance of vocational programmes within the school, monitoring their effectiveness and reporting to headteacher, Senior Leadership Team and awarding bodies, as required, and ensuring that any recommendations by awarding bodies are implemented.
- Ensure the annual centre declaration is completed in September and lead Interval Verifiers are registered for each BTEC programme and have completed the required standardisation training.

### **Heads of Department / Programme Leaders**

The role of the Head of Department / Programme Leader is to:

- Decide on the awarding body and specification for a particular qualification.
- Assume overall responsibility for the effective delivery and assessment of qualifications within their department / area of responsibility.
- Ensure the effective implementation of all policies and procedures relating to all qualifications offered within the department / programme area to ensure a high standard of programme delivery and assessment.
- Monitor, evaluate and be able to evidence the effective implementation of our whole school policies and procedures at a programme level, reporting to the Senior Leadership Team, Line Manger and/or Quality Nominee.
- Be responsible for ensuring the accurate and timely entries of all pupils for external examinations and ensuring the arrangements for all internal and external examinations are correct in their curriculum area.
- Supply to the Examinations Officer details of all specification and unit codes for external examinations and controlled assessments.
- Enter pupils' 'cash-in' codes for the terminal exam series.
- Ensure all entry, assessment, recording and reporting deadlines are met.
  
- Be accountable for pupil progress within their department / area of responsibility and maintain effective assessment, tracking and recording of pupil progress.
- Inform the Examinations Officer and Assistant Headteacher responsible for examinations of any changes or reforms to the syllabus, assessment, exam board requirements or examinations within your curriculum area.
- Ensure that the scheduling of assessments and examinations satisfies the terminal assessment requirement, in accordance with the awarding body specification.



- Standardise internally the marking of all teachers involved in assessing any internally assessed component.
- Ensure that individual teachers understand their responsibilities, regarding internal and external assessment components.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant 'Teachers' Notes' and any other subject specific instructions from the awarding body.
- For vocational qualifications, and where appropriate, develop assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and controlled assessment requirements.
- Coordinate any samples of assessed work or controlled assessment required by the awarding body, ensuring the sample is well organised, clearly marked and annotated in accordance with the awarding body's requirements, maintaining clear communication with external moderators and assessors where appropriate, and ensuring the sample is delivered to the awarding body in a timely manner ahead of any examination board deadlines.
- Post-completion of internally assessed components, retain pupils' work securely until the closing date for 'Enquiries about Results' or for the time period specified by the awarding body. In the event an enquiry is submitted, retain pupils' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

### **Lead Internal Verifier – Vocational Qualifications**

The internal verifier should:

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as 'fit for purpose' prior to them being circulated to pupils. They should enable pupils to meet the unit grading criteria.
- Complete the template (Appendix 1) and make recommendations to the assessor on how to improve the quality of the brief, if necessary.
- Make all Internal Verifier evidence available to the External Verifier from the awarding body.
- Plan with the course team an annual internal verification schedule linked to assignment plans.
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria.
- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- Maintain secure records of all work sampled as part of their verification process using a standard template.



- If a concern is raised the Internal Verifier should discuss this with the assessor prior to the final confirmation of the marks for all the pupils taking the assignment. As a result of the Internal Verifier process, it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of pupils and, consequently, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the External Verifier and records kept.

### **Assessor - Vocational Qualifications**

The role of the Assessor in vocational qualifications is to:

- Set tasks which allow pupils to demonstrate what they know, understand, and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- Encourage pupils by giving detailed feedback and guidance during the teaching and learning phase of the unit.
- Mark and return within two weeks of submission.
- Adhere to the awarding body's specification in the assessment of pupil assignments.
- Record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification. Associated Internal Verification records should also be kept, to support and verify the decisions that were made for the cohort.
- Ensure each pupil signs to confirm that the work is their own and that it is endorsed by the teacher after the work is marked. A completed original document must be securely attached to the work of each pupil and to that of each sample request.
- Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner via the VLE or e-mail for transfer to the awarding body.

### **Teachers are responsible for:**

- Reading and following all policies and procedures relating to the delivery and assessment of all qualifications to prevent malpractice and ensure effective programme delivery.
- Checking pupils' entries and tier of entry on the marksheets provided by the Examinations Officer for the examination classes that they teach and returning the marksheets to Heads of Department / Course Leaders in a timely manner to ensure that deadlines are met.
- Conducting all assessments accurately and fairly in accordance with the awarding body regulations (at the specified level of control), only permitting assistance to pupils as the specification allows.
- Ensure that pupils and supervising teachers sign authentication forms on completion of internal assessment.



- Mark internally assessed components using the mark schemes provided by the awarding body, keeping a record of the marks awarded.
- Report assessment data to Heads of Department / Course Leaders in a timely manner to ensure that all deadlines are met.
- Retain pupils' assessed work securely until submitted to the Head of Department / Course Leader.
- Ask the SENCo, in good time, for any assistance required for the administration and management of access arrangements for internal or external assessments and notify the SENCo as soon as possible of any pupils who may be entitled to access arrangements who do not currently have them.

**The SEN Co-ordinator (SENCo) is responsible for:**

- Identification and testing of pupils for access arrangements and application online of the foresaid in good time for any external examinations.
- Working with the Examinations Officer to ensure that all access arrangements are in place for internal and external assessments.
- Managing the deployment of staff to support pupils with access arrangements such as readers, scribes, and prompts.
- Coordinating access to specialist resources required by pupils with access arrangements, such as an individual or small room, reader pens, reading software and computer dictionaries.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages and IT equipment - to help pupils achieve their course aims.

**Lead invigilator/invigilators are responsible for:**

- Ensuring all JCQ and examination policies are followed by all invigilators, staff, and pupils within the examination hall/room to ensure the office administration of internal and external assessments and prevent malpractice.
- Collection of examination papers and other material from Examinations Officer before the start of the exam.
- Ensuring the examination/assessment material and any equipment required for the examination is set up well in advance of the examination and that access to the examination room is restricted once the assessment materials are out.
- Collection of all exam papers in the correct order at the end of the examination and their return to the Examination Officer.
- Reporting any suspected malpractice by staff, pupils or invigilators immediately to the Examinations Officer and Assistant Headteacher responsible for examinations or Headteacher.



**Pupils are responsible for:**

- Confirmation and signing of entries to confirm their examination entries and personal details are correct.
- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework/controlled assessment as their own.
- Keeping their copy of the examination timetable and arriving in good time for external examinations.
- Not bringing any electronic devices into the examination hall or any other materials which compromise the security of the examination.
- Bringing a clear water bottle, with no writing or logos, to every examination.
- Following the instructions of all staff and invigilators to ensure that all examination regulations are adhered to.
- Maintaining very high standards of work and behaviour throughout the examination and not attempting to communicate with other pupils in any form whatsoever whilst in the examination room or under examination conditions e.g. when being held in a secure area before, after or during an examination.

### 3. Access to Fair Assessment

At Our Lady and St. Bede Catholic Academy, we aim to provide a variety of qualifications, which provide all pupils with the opportunity to achieve their full potential. Our Examinations and Assessment Policy is based on the concepts of equality, diversity, clarity, consistency, and openness. We will endeavour to ensure that the assessment processes implemented are in a fair and non-discriminatory way.

**What pupils can expect from us:**

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained and supported by experienced staff.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and examinations will be according to the requirements of the awarding body.
- Pupils can also expect to be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment are to be made clear at the outset of the course and when assignments are set.



- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work and opportunities for resubmission within defined timescales, where appropriate.
- All work to be marked in accordance with the school's Assessment Policy and within the regulations and policies of awarding bodies where appropriate.

#### **What we expect from pupils:**

- A fair assessment of a pupil's work can only be made if that work is entirely the pupil's own.
- Any instances of cheating or plagiarism will be dealt with in accordance with our Plagiarism Policy in Section 6.

## 4. Qualifications

### 4.1 Qualifications Offered

- The qualifications offered at this centre are decided by the Headteacher.
- The qualifications offered are GCSE, BTEC, OCR National, ASDAN.
- The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year and are published on the school website. If there has been a change of syllabus from the previous year, the Exams Office must be informed no later than 20 June each academic year.
- Informing the Exams Office of changes to a syllabus is the responsibility of the Head of Department.
- Decisions on whether a pupil should be entered for a particular subject will be taken in consultation with the Subject Teachers and Heads of Department / Course Leaders and SENCO.

### 4.2 Recruiting Pupils to Qualifications

#### **Options Choices**

- At Key stage 4 pupils will study 9 qualifications
- Core subjects studied by all pupils are English Language and Literature, Mathematics, Dual Award Science, and Religious Education.
- To meet government expectations for uptake of the EBACC, all pupils in upper band English and Mathematics will be required to take: one Modern Foreign Language, one humanity and one open choice, which may consist of a range of GCSE and Vocational Qualifications as outlined in the options booklet.
- Pupils in lower band English and Mathematics will be required to choose one additional EBACC subject and will have two further open choices.



- A small number of pupils may follow an alternative curriculum, which may include entry level courses and ASDAN certificates; this will be decided by the SENCO, Head of Year 9, Assistant Headteacher – Curriculum and in consultation with parents/carers.
- To support pupils in choosing appropriate qualifications the school will provide:
  - An options evening to explain the options process and enable pupils to speak to subject teachers about the different courses at Key Stage 4.
  - An options booklet detailing the options process and information on the courses available.
  - Access to a careers adviser.
  - Parents evening, where parents can discuss options choices with teachers, form tutors, Head of Year and SENCO.
- Heads of Department will be able to decide whether pupils are appropriate for the courses they have selected; final decisions will be made by Assistant Headteacher – Curriculum.
- If there are any entry requirements for a qualification, they will be published in the options booklet.
- If a pupil wishes to change their options choices after the deadline for returning options forms, requests should be made in writing to Assistant Headteacher - Curriculum. The school will aim to support these changes as far as possible, however pupils, parents and carers must accept that some courses may be full and, where a change of option block is required, this may also affect other options that the pupil has chosen, and it may not be possible to honour the original options choices.
- Changes from one option subject to another will not be permitted after the second week in October. Changes within a subject, e.g. between a GCSE and BTEC qualifications in the same subject, may be allowed after the second week in October but must be requested by the Head of Department and Approved by the Assistant Headteacher – Examinations.
- All pupils must access a full curriculum if able to do so and pupils are not allowed to drop optional subjects to study another subject.
- If there are serious reasons that prevent a pupil from accessing a full curriculum, a reduced curriculum offer may be possible, provided robust alternative provision can be put in place. In such cases, the decision must be discussed with parents/carers, Head of Department, Head of Year, SENCO, Assistant Headteacher - Pastoral and Assistant Headteacher - Curriculum as appropriate and the decision must be approved by the Deputy Headteacher.

### **Assistant Headteacher – Curriculum & Examinations**

- Ensure a broad and balanced curriculum offer for all pupils.
- Organise an Options Evening in February, where pupils can find out about the options process, the qualifications offered at Key Stage 4 and speak to Heads of Department and Course Leaders to find out more about which qualifications are right for them.





- Produce an Options Booklet outlining the options process and details of the courses available to pupils.
- Co-ordinate the options process, production and collection of options forms, collation of options data and placement of pupils on courses.

### **Careers Lead**

- Arrange access for pupils in Year Nine to speak to a careers advisor and, where possible, other relevant outside agencies such as local colleges, apprenticeship providers and employers.
- Coordinate appropriate careers education for pupils in Year Nine to support with options choices.

### **SENCO**

- Support pupils with special educational needs in making appropriate options choices, coordinating with parents/carers, form tutors, Heads of Department and Heads of Year where appropriate.
- Co-ordinate with Head of Year and Heads of Department to identify pupils who may need to follow an alternative curriculum pathway, such as entry level qualifications and ASDAN, discussing suggestions with Assistant Headteacher – Pastoral and Assistant Headteacher Curriculum.
- Maintain clear communication with the parents/carers of pupils identified for an alternative pathway, ensuring they are fully informed of the options available to their child.

### **Heads of Department**

- Provide a broad and balanced curriculum offer with courses and qualifications appropriate to the pupils in the school.
- To promote the courses and qualifications offered by the department to all pupils and support pupils with their options choices in their curriculum area.
- Provide appropriate information for the Options Booklet about all courses offered by the department.
- To coordinate departmental provision for Options Evening to support pupils with their options choices.
- To carefully check the lists of options choices to ensure that pupils' options choices are appropriate and to decide on which pupils will be admitted to the course, discussing with the Assistant Headteacher – Curriculum if any pupils would not be able to be admitted to the course.

### **Head of Year 9**

- Support form tutors in achieving a full return of options forms.



- Liaise with parents/ carers, form tutors and SENCO to support vulnerable pupils and those with special educational needs in making appropriate options choices.
- Organise the Year Nine Parents' Evening to enable parents to speak to subject teachers about options choices.

### **Year 9 Form Tutors**

- To coordinate and ensure a full return of replies set for Options Evening, Parents' Evening, and options forms, returning all replies to the Assistant Headteacher – Curriculum by the deadlines set.
- To support pupils within their pastoral group, particularly vulnerable pupils, and those with special educational needs, in making appropriate options choices.

### **4.3 Entering Pupils for External Qualifications**

- The school is registered for qualifications from the following awarding bodies:
  - AQA
  - Edexcel/Pearson
  - OCR
  - WJEC/EDUQAS
  - ASDAN
- Pupils are selected for their examination entries by the Heads of Department after discussion with a member of the Senior Leadership Team.
- Pupils or parents/carers cannot request a subject entry, change of level or withdrawal unless discussed with the Senior Leadership Team.
- All subject teachers will have mark sheets, created in SIMS, for their entries, forecast grades and coursework/controlled assessment marks, where applicable. Great care is required when completing the mark sheets. Subject teachers are to inform the Examination Officer immediately if any pupils are missing from class entry mark sheets.
- Amendments, withdrawals, re-sits and late entry forms must be completed in a timely manner, in accordance with deadlines set by the Examinations Officer, otherwise additional fees may be incurred.
- The Examination Manager will not accept any notes on pieces of paper, other than official forms supplied by the Examinations Officer. Please complete and return with necessary signatures, which are required for each form.
- Deadlines for examinations and internal assessments will be published on the school calendar and displayed on Sites and circulated to Heads of Department via email; on no account must these be infringed. Departments who make entries, or any form of



amendment, after the deadline dates will be charged accordingly and monies deducted from their budgets.

- Late entries and changes of tier must be authorised by Heads of Department and Assistant Headteacher responsible for examinations and clearly communicated, in writing or in email, to the Examinations Officer by Heads of Department.

#### 4.4 Records of Entries and Qualifications

- Records of Entries to all qualifications are retained on the information management system and will be stored for at least five years, so they may be made available to awarding organisations upon request.
- Records of results and certification will be retained for a minimum period of three years.

#### 4.5 Entry fees

- GCSE, BTEC and ASDAN initial registration and entry fees are paid by the centre.
- Late entry or amendment fees are paid by the departments.
- Pupils 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.
- Fee reimbursements will be sought from pupils who decide to sit an examination after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary controlled assessment requirements, without medical evidence or evidence of other mitigating circumstances.
- Re-sit fees are paid by the pupils.
- Entries by private pupils are paid for by the pupils themselves.

#### 4.6 Private Candidates

- The centre accepts external entries from private pupils, only if the syllabus entry is valid for private pupils and there is no conflict of interest.
- The centre does not act as an exam centre for other organisations.

#### 4.7 Access Arrangements

- The SENCO will inform subject teachers of pupils with special educational needs who are embarking on a course leading to an examination.
- The SENCO can then inform individual staff of any special arrangements that individual pupils can be granted during the course and in the examination.
- If a staff member considers that a pupil who does not have access arrangements in place may be entitled to them, they should report this to the SENCO who will decide whether an assessment is required and arrange for any such assessments to take place.



- A pupil's access arrangements requirement is determined by the SENCO and Educational Psychologist/specialist teacher.
- Making access arrangements for pupils to take examinations is the responsibility of the SENCO.
- Submitting completed access arrangement applications to the awarding bodies and maintaining the required supporting documentation is the responsibility of the SENCO.
- Rooming for access arrangement pupils will be arranged by the SENCO with the Examinations Officer.
- Invigilation and support for access arrangement pupils will be organised by the SENCO with the Examinations Officer.

#### 4.8 Withdrawal of Examination Entries

- All pupils are entitled to be entered for an examination in the subjects they study at GCSE, BTEC. All pupils will be entered unless:
  - the pupil's parents request it
  - the pupil fails to fulfil the necessary coursework/controlled assessment/examination board requirements
  - there are mitigating pastoral circumstances
- On all accounts, no action is to be taken unless this has been discussed in depth with the Senior Leadership Team and the decision is approved or declined by the Assistant Headteacher responsible for examinations, with input, where applicable, from Assistant Headteacher responsible for Pastoral Care, SENCO, Head of Year and Achievement Lead.
- If a pupil or parent is dissatisfied with a decision to approve or decline an entry to an examination, they should refer to the Appeals procedure in Section 11.
- An individual subject teacher does not have the authority to withdraw a pupil from a course or to withhold entry without discussion with the Head of Department and a member of the Senior Leadership Team.
- Pupils who fail to attend any part of an examination, other than through illness, or wish to re-sit examinations, will be expected to repay the examination fees and will be issued with an invoice if they are unable to provide evidence such as a doctor's note.
- Pupils who, after authorisation from the Senior Leadership Team, are not entered for an examination must continue with the course and complete all classwork and homework requested by the subject teacher.
- On no account will pupils who have not been entered for a subject be allowed out of the lesson to study another subject.

#### 4.9 Exam Seasons

- Internal assessments are scheduled in November, February and May.



- Formal Mock Examinations are held for pupils in Year 10 in January and June/July
- Formal Mock Examinations for pupils in Year 11 are held in November and March
- External Examinations are scheduled in May and June and online vocational examinations may be completed at other points in the academic year, as directed by the Course Leader.
- Year 10 and 11 mock examinations are held under external exam conditions in the Sports Hall, internal examinations are held under examination conditions in classrooms.
- The Head of Department decides which exam series are used in the centre for their examinations.
- On-demand tests can be scheduled only in windows agreed between the Examinations Officer and the Senior Leadership Team.

#### 4.10 Recognition of Prior Learning

- Some awarding organisations make provision for recognition of pupils' prior learning, that is learning of relevant knowledge, understanding and skills taken place prior to the learning taking the qualification. It is the responsibility of the Head of Department / Course Leader to be aware of the awarding body policies on recognition of prior learning and to inform pupils if they believe they have evidence which satisfies the criteria for assessment for the qualification or part of the qualification.
- The Head of Department/ Course Leader may submit a claim for recognition of prior learning in accordance with the policies and procedures outlined by the awarding body. It will be the decision of the awarding body, rather than the school, as to whether the evidence presented may count towards the qualification.

#### 4.11 Review of Pupil Progress

- At the beginning of each academic year every teacher completes an Achievement Evaluation, evaluating the progress of pupils from the previous cohort and identifying strengths and areas for improvement, which subsequently feeds into to a Departmental Achievement Evaluation; the evaluation is presented to the Line Manager in a formal achievement meeting.
- Whole school data on pupil progress is collected once a term, as outlined in the school calendar, following the whole school assessment weeks or mock examinations; pupils' progress is formally reported to parents.
- An internal interim achievement progress check occurs in week 5 of the autumn half term and is not preceded by a formal assessment but is used to identify early concerns in each subject.
- Heads of Department maintain internal tracking records of pupil progress on key assessments within each unit of work and any non-examined assessment units / controlled assessment / portfolio work in Key Stage 4, in line with awarding body regulations.



- Weekly departmental meetings are timetabled for all departments to discuss pupil progress. Weekly evaluations are submitted to the Line Manager.
- Following whole school data collection, teachers complete an Achievement Evaluation, identifying pupils who are working below expectations, outline the support required for these pupils and discuss it at the weekly departmental meeting.
- Regular meetings are held between Heads of Departments and Line Managers to review pupil progress; formal achievement meetings are held between all Heads of Department and their Line Managers following whole school data collection points and mock examinations, to review progress data and the actions arising from the Achievement Evaluations.

#### 4.11 Quality Assurance and Programme Review

- Long term plans for all qualifications are published on the school website.
- All departments have high quality schemes of work in place which are centrally accessible via sites and updated and reviewed annually in the summer term by the Line Manager and Assistant Headteacher – Curriculum.
- All departments produce assessment plans for key assessments which are reviewed annually by the departmental Line Manager.
- All departments produce 6-week plans for mock examinations to ensure that pupils are well prepared. These are shared with the department and Line Manager and recorded in the departmental file on Teams.
- An annual whole-school work scrutiny is conducted at Key Stage 3 and 4, as detailed in the school calendar, and these are followed by review meetings with the departmental Line Manager. Feedback is shared via a Head of Department meeting and the Head of Department will record actions in their weekly review and action plan.
- Departmental standardisation meetings are held following all mock exams and for vocational subjects on completion of all internally assessed units of work. Details of actions are shared via email and retained by the Head of Department in the departmental Teams folder.
- Lesson observations are conducted by the Senior Leadership Team on all new staff, as well as regular whole-school learning walks to check the quality of teaching. Feedback from observations are shared with the teachers at the earliest opportunity and a copy is retained by the observer.
- Qualifications with non-examined assessments submit annual samples of work for external moderation or standards verification. Heads of Department ensure that recommendations from the Moderators / External Verifier's Report are implemented. The Head of Department will keep records of moderator feedback in the departmental file on Teams.

#### **Specific to Vocational Qualifications**



- When pupils begin a new course in Year 10, they will receive an induction to ensure that they are familiar with the units studies, course requirements, assessments, and examination requirements of the course.
- For vocational qualifications, all assignments must be checked by the lead Internal Verifier / Course Leader to ensure they are 'fit for purpose', have a vocational context and enable pupils to meet the assessment criteria.
- The Course Leader must produce and share with the department a clear assessment schedule and schedule for the internal verification of assignment work to ensure consistent standards across the department in line with the awarding body regulations.
- The Assistant Headteacher – Curriculum / Quality Nominee will hold termly meeting with course leads for vocational programmes to ensure policies and procedures specified by the awarding bodies are in place and to share good practice between vocational teams. A summary of all actions will be shared with the Course Leader and their team and retained by the Course Leader in their course file and by the Quality Nominee / Assistant Headteacher - Curriculum to review progress at the next quality assurance review.

## 5. Non-Examined Assessment

### 5.1 Key Staff Involved in Non-Examined Assessment

Role	Name(s)
<b>Headteacher</b>	Mo Wilkinson
<b>Assistant Headteacher – Curriculum, Internal and External Examinations and BTEC Quality Nominee</b>	James Race
<b>Lead Internal Verifiers</b>	Bradley Woods – OCR National Sport Lesley Stewart – OCR National Health & Social Care Lorna Gilliland – BTEC Digital Information Technology
<b>Heads of Department / Course Leaders</b>	Danielle Pilling – Art and Design David Healey – ASDAN Lorna Gilliland – BTEC Digital Information Technology Bradley Woods – BTEC Sport Sam Futo – Computer Science Paul Walker - Drama Rachel Chapman – English



	Richard O'Connor – Maths Paul Walker – Music Lesley Stewart – Health and Social Care
<b>SENCO</b>	SENCO Alex Glover
<b>Examinations Officer</b>	Joshua Gilraine

## 5.2 What Does This Policy Affect?

This policy affects the delivery of subjects of reformed GCE and GCSE 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 pupils 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, Foreword](#)]

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

## 5.3 Purpose of the Policy

Our Lady and St Bede Catholic Academy is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way pupils' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our pupils.

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

### Objectives

- To assess pupils' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.





- To provide learner-centred approaches to assessment, which provide opportunities for pupils to achieve at levels commensurate with the demands of their course.

#### 5.4 What are Non-Examination Assessments?

The range of the policy covers all GCSE, BTEC and ASDAN courses offered at Our Lady and St Bede but may well apply to other assignment-based courses should they become a part of the curriculum in future.

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

Non-examined Assessments are Internal Assessments defined as the process where staff make judgements on evidence produced by pupils against required criteria for the GCSE, BTEC ASDAN or other qualification. *All centre devised assessment materials must be internally and/or externally verified before being issued to pupils.*

- Completed pupil assignments will be assessed internally and be subject to internal verification and external moderation by the awarding body.
- Pupils must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny (moderation), and that ultimately the final decision rests with the awarding body.
- The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.
- Pupils will be given a teaching and learning phase during which formative feedback will be given. Following feedback, the assignment will be issued with a deadline set after which the work is assessed, and the outcome entered on the pupil study sheet. The assessment decisions are then internally verified according to the procedure outlined below.
- All non-examined assessment must be handed in on the stated date. If work is handed in late, the grade may be limited according to the awarding body's regulations unless an extension has been authorised prior to the deadline.

*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.*



## 5.5 Procedures for Planning and Managing Non-Examination Assessments

### 5.5.1 The Basic Principles

#### **Headteacher**

- 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 pupils (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.

#### **Assistant Headteacher - Examinations and Assessment**

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions.
- Ensure assessment schedules are recorded on the centre-wide calendar.
- Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visits by awarding bodies.

#### **Lead Internal Verifier / Subject Quality Assurance Lead**

- Confirms with Heads of Department that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and pupils.
- 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 pupils by subject teachers.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by pupils.
- Where not provided by the awarding body, ensures a centre-devised template is provided for pupils to keep a detailed record of their own research, planning, resources etc.

#### **Head of Department / Programme Lead**

- 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).
- Works with the QA lead/Lead internal verifier to ensure 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 pupils (including distance learners and home educated pupils) for components of non-examination assessment.



### **Subject Teacher / Assessor**

- Understands and complies with the general instructions as detailed in [NEA](#).
- 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.
- Ensures the Examinations 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 unit entry code) to the internal deadline for entries.

### **Examinations 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.

#### 5.52 Task Setting

##### **Lead Internal Verifier / Subject Quality Assurance Lead**

- Ensure that all non-examined assessments / assignment briefs are verified as 'fit for purpose' prior to their being circulated to pupils; they should enable pupils to meet the unit grading criteria.
- Make recommendations to the assessor on how to improve the quality of the brief, if necessary.

### **Subject Teacher / Assessor**

- 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 .
- Makes pupils aware of the criteria used to assess their work.

#### 5.53 Issuing of Tasks

##### **Subject Teacher / Assessor**

- Set tasks which allow pupils to demonstrate what they know, understand and can do, so that they have opportunities to achieve the highest possible grades on their GCSE / BTEC / ASDAN courses.
- Identifies date(s) when tasks should be taken by pupils.



- Accesses set tasks in sufficient time to allow planning, resourcing and teaching, and ensures that materials are stored securely at all times.
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.
- Ensure that learners are clear about the criteria they are expected to meet in their assessments and that they are fully briefed on the skills which need to be demonstrated in the non-examined assessment / coursework / portfolio components of a subject.
- Encourage pupils by giving detailed feedback and guidance during the teaching and learning phase of the unit.

## 5.6 Supervision and Support

### Subject Teacher / Assessor

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

## 5.7 Advice and Feedback

### Subject Teacher / Assessor

- As relevant to the subject/component, advises pupils on relevant aspects before pupils begin working on a task.
- When reviewing pupils' work, unless prohibited by the specification, provide oral and written advice at a general level to pupils.
- Allow pupils to revise and re-draft work after advice has been given at a general level.
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner.
- Ensures when work has been assessed, pupils are not allowed to revise it, except where the awarding body regulations permit a resubmission which must then be conducted in accordance with the awarding body regulations.

## 5.8 Resources



### **Subject Teacher / Assessor**

- Refers to the awarding body's specification and/or associated documentation to determine if pupils 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 pupils.
- Ensures pupils understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- Ensures that, where appropriate, to include references; pupils keep a detailed record of their own research, planning, resources etc.

### 5.9 Word and Time Limits

#### **Subject Teacher / Assessor**

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory.

### 5.10 Collaboration and Group Work

#### **Subject Teacher / Assessor**

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

### 5.11 Authentication Procedures

#### **Subject Teacher / Assessor**

- Where required by the awarding body's specification:
  - ensures pupils 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 pupil 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 pupil declarations where these may be requested by a JCQ Centre Inspector.
- Where there may be doubt about the authenticity of the work of a pupil or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the Examinations Officer.

### 5.12 Presentation of Work

#### **Subject Teacher / Assessor**

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

### 5.13 Keeping Materials Secure

#### **Subject Teacher / Assessor**

- When work is being undertaken by pupils under formal supervision, ensures work is securely stored between sessions (if more than one session).
- When work is submitted by pupils for final assessment, ensures work is securely stored.
- Follows secure storage instructions 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.
- Reminds pupils of the need to keep their own work secure at all times 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 pupils' work where work is stored electronically.

#### **IT Manager**

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



## 5.14 Conduct of Externally Assessed Work

### **Subject Teacher / Assessor**

- Liaises with the Examinations Officer 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

### **Examinations Officer**

- Arranges timetabling, rooming and invigilation, 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
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

## 5.15 Submission of Work

### **Subject Teacher / Assessor**

- Provides the attendance register to a Visiting Examiner
- Records the completion and submission of all pupils' work and follows up any pupils who failed to attend or submit work to ensure all pupils complete the non-examined assessment within the allowed timescales.

### **Examinations 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 pupils who are present and any who may be absent.
- Where pupils' 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.
- 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.



## 5.16 Marking and Annotation

### Head of Department / Programme Lead

- Ensure all teachers / assessors are familiar with the marking criteria and have the appropriate forms, where required, to record pupil marks and feedback.
- For BTEC, courses outcomes will be held secure for three years, measured from the point of certification. Associated Internal Verifier records should also be kept, to support and verify the decisions that were made for the cohort.

### Subject Teacher / Assessor

- Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process.
- Marks pupils' work in accordance with the marking criteria provided by the awarding body within two weeks of submission.
- Annotates pupils' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Record outcomes of assessment using appropriate documentation and provide accurate records of internally assessed coursework marks to the Head of Department / Course Leader and Exams Office in a timely manner.
- Informs pupils of their marks, which could be subject to change by the awarding body moderation process.
- Ensures pupils 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 pupil and the outcome known before final marks are submitted to the awarding body.

## 5.17 Internal Standardisation / Verification

### Lead Internal Verifier/ Subject Quality Assurance Lead

- The Internal Verifier / Subject Quality Assurance Lead is at the heart of quality assurance on GCSE, BTEC and ASDAN programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- Internal Verifiers / Subject Quality Assurance Lead will have the knowledge and/or qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required by the awarding bodies regulations.
- Plan with the course team an annual internal verification / standardisation schedule linked to assessment plans.





- 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
- Make provision for communication between course teams to share 'best practice' and areas of concern.
- The internal verifier should not verify / standardise their own work or assessments.
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria.
- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- Maintain secure records of all work sampled as part of their verification / standardisation process using a standard template.
- If a concern is raised the Interval Verifier / Course Leader should discuss this with the assessor prior to the final confirmation of the marks for all the pupils taking the assignment. As a result of the internal verification / standardisation process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of pupils and, consequently, to make changes either to all marks or to some marks.
- Where re-sampling is necessary, the work should be verified /standardised again before being sent to the awarding body and records kept.
- Make all Internal Verification / Standardisation evidence available to the External Verifier or Moderator.

### **Subject Teacher / Assessor**

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



## 5.18 Consortium Arrangements

### Examinations Officer

- Ensures consortium arrangements have been applied form in accordance with the JCQ/awarding body regulations and deadlines.

### Head of Department

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead).
- Liaises with the Examinations Officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected.
- Ensures procedures for internal standardisation as a consortium are followed.

### Subject Teacher / Assessor

- Provides marks to the Examinations Officer to the internal deadline.
- Provides the moderation sample to the Examinations Officer to the internal deadline.

### Examinations Officer

- Arranges completion of form JCQ/CCA [Centre consortium arrangements for centre - assessed work](#).
- Submits form JCQ/CCA to the deadline for each exam series affected.
- Submits marks to the awarding body deadline.
- Where relevant, liaises with other consortium Examinations Officers to arrange despatch of a single moderation sample to the awarding body deadline.
- Where relevant (as the Consortium Lead), retains all pupils' work in the consortium until after the deadline for enquiries about results for the exam series.

## 5.19 Submission of Marks and Work for Moderation

### Subject Teacher / Assessor

- Provides marks to the Examinations Officer to the internal deadline who then submits them to the awarding body via the secure internet site.
- Where responsible for marks input, ensures checks are made that marks for any additional pupils are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of pupils' work to the awarding body moderator by the external deadline, keeping a record of the work submitted. Provides the moderation sample to the Examinations Officer to the internal deadline.



- Ensures the moderator is provided with authentication of pupils' work, confirmation that internal standardisation has been undertaken and any other subject-specific information, where this may be required.

### **Examinations Officer**

- Submits marks to the awarding body deadline.
- Submits the requested samples of pupils' work to the moderator by the awarding body deadline, keeping a record of the work submitted. Confirms with subject teacher 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 final results.
- Through the subject teacher, ensures the moderator is provided with authentication of pupils' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

## 5.20 Storage and Retention of Work after Submission of Marks

### **Subject Teacher / Assessor**

- Keeps a record of names and pupil numbers for pupils whose work was included in the moderation sample.
- Retains all marked pupils' 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).

### **Head of Department / Programme Lead**

- Pupils' work remains their own property but the Head of Department must ensure that all non-examined assessment and portfolio work is retained and stored securely until the final appeals date of the awarding body after which work may be returned to pupils upon request.
- Samples of non-examined assessments and portfolio work may be retained for teaching and learning, and standardisation purposes. This may be a copy of the work. At least one full copy should from each cohort should be retained to support teaching and learning and standardisation in the following academic year.



### **Examinations Officer**

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

## 5.21 External Moderation Feedback

### **Head of Department**

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

### **Examinations Officer**

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

## 5.22 Access Arrangements

- A 'reasonable adjustment' is any action which helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation. All adjustments will be consistent with the candidate's normal way of working and will not give the candidate an unfair advantage over other candidates. Reasonable adjustments are approved and put in place before the assessment activity takes place.

### **Subject Teacher / Assessor**

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

### **SENCO**

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the pupil'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 pupils which need to be applied to assessments.
- Works with subject teachers to ensure requirements for access arrangement pupils 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.

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

### Headteacher

- 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 pupils at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement.

### Lead Internal Verifier / Subject Quality Assurance Lead

- Ensures the appropriate arrangements are in place for internal standardisation of assessments.

### Head of Department

- 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 pupils, either live or from recordings, using the common assessment criteria.
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of pupils are provided.

### Subject Teacher / Assessor

- Ensures all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses pupils, either live or from recordings, using the common assessment criteria.
- Provides audio-visual recordings of the presentations of a sample of pupils 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.

### Examinations Officer

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



## 5.24 Quality Assurance of Non-Examined Assessment

- Heads of Department/Course Leaders or Lead Internal Verifiers are responsible for quality assuring the procedures detailed in this policy in the first instance.
- Heads of Departments/Course Leaders will be accountable to their Line Manager, who will in turn ensure that quality assurance of the work of the department has taken place. For Vocational Subjects the Quality Nominee will hold termly meetings with Lead Internal Verifiers / Programme leads to ensure the policies and procedures for the awarding body are in place.
- If the Line Manager or Quality Nominee deems that the policies and procedures are not effective, they will provide clear guidance and feedback with a series of actions to be completed within an appropriate timescale and will schedule further monitoring and evaluation to ensure the recommendations are implemented.

## 5.25 Example Internal Verification / Standardisation Process

Task Setting	Lead Internal Verifier(s)/Subject Leads complete exam board training / standardisation exercises and ensure they are up to date with the awarding body assessment criteria and regulations.
	Lead Internal Verifier(s) / Subject Leads approve proposed Scheme of Work / assessments and ensures the assessed work / assignment briefs are fit for purpose and fulfil the awarding body criteria.
	Departmental meeting held to ensure that all subject teachers/assessors are familiar with the assignment briefs/ assessment criteria and awarding body criteria.
	Any pupils requiring access arrangements for the non-examined assessment are identified by subject teachers and the Head of Department works with the SENCO to ensure the required arrangements are in place.
Task Taking	Pupils complete the non-examined assessment in accordance with the awarding body regulations.
Task Marking	Subject teachers / assessors assess work within two weeks of submission according to awarding body assessment criteria
	First round of formative internal verification / standardisation conducted by the Internal Verifier / Subject Lead.
	Records of sampling and assessment decisions kept.
	Feedback provided to assessor(s) and stored centrally in the centre portfolio for audit purposes.
	Meeting held to discuss issues arising from first round of internal moderation. Record of meeting kept.



	<p>Second round of formative internal moderation conducted. Documentation copied as before and recorded by the lead Internal Verifier(s) / Subject Lead. Any action noted by the Internal Verifier on first round checked and signed off.</p> <p>Departmental meeting held to discuss issues arising from second round of internal moderation. Record of meeting kept. Any continuing issues addressed and signed off.</p>	
External Verification / Moderation	Lead Internal Verifier(s) / Subject Lead contacts External Verifier / Moderator to establish candidates and units to be put forward for external / sample moderation.	
	Lead Internal Verifier(s) / Subject Lead organises the assessment sample and conducts final checking of the assessment sample to ensure that all pupil details, marks and annotations are correct and the requirements of the awarding body / moderator / external verifiers have been fulfilled.	
	Lead Internal Verifier / Subject Lead coordinates the dispatch of the sample of assessed work to the moderator / external verifier within the prescribed time frame.	
	External Verification / Moderation takes place, and a report is provided to the centre on the outcomes.	
	Departmental meeting held by Lead Internal Verifier(s) / Subject Lead to discuss feedback from External Moderation and plan put in place to address any issues arising. Record of meeting kept.	
	Lead Internal Verifier(s) / Subject Lead ensures any actions required are completed before the next assessment cycle.	

### 5.26 Management of Issues and Potential Risks Associated with Non-Examination Assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
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 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></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	IT Manager
Centre set task: Subject teacher fails to meet the assessment criteria as	<i>Ensures that subject teachers access awarding body training information, practice materials etc.</i>	HoD / LIV



detailed in the specification	<p>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</p> <p>Samples assessment criteria in the centre set task</p>	
Pupils do not understand the marking criteria and what they need to do to gain credit	<p>A simplified version of the awarding body's marking criteria described in the specification, that is not specific to the work of an individual pupil or group of pupils, is produced for pupils</p> <p>Records confirm all pupils understand the marking criteria</p> <p>Pupils confirm/record they understand the marking criteria</p>	ST
Subject teacher long term absence during the task setting stage	See Centre's Exam Contingency Plan - Teaching staff extended absence at key points in the exam cycle	SLT
<b>Issuing of tasks</b>		
Task for legacy specification given to pupils undertaking new specification	<p>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	HOD
Awarding body set task not issued to pupils on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</p> <p>Course information issued to pupils contains details when set task will be issued and needs to be completed by</p> <p>Set task accessed well in advance to allow time for planning, resourcing and teaching</p>	EO / HOD
The wrong task is given to pupils	<p>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to pupils</p> <p>Awarding body guidance sought where this issue remains unresolved</p>	HOD
Subject teacher long term absence during the issuing of tasks stage	See Centre's Exam Contingency Plan - Teaching staff extended absence at key points in the exam cycle	SLT
<b>Supervision</b>		





Planned assessments clash with other centre or pupil activities	<p>Assessment plan identified for the start of the course</p> <p>Assessment dates/periods included in centre wide calendar</p>	HOD / AHT
Rooms or facilities inadequate for pupils to take tasks under appropriate supervision	<p>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</p> <p>Staggered sessions arranged where IT facilities insufficient for number of pupils</p> <p>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</p>	EO / AHT
Insufficient supervision of pupils to enable work to be authenticated	<p>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 awarding body's specification in relation to the supervision of pupils</p> <p>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</p>	EO / HOD
A pupil is suspected of malpractice prior to submitting their work for assessment	<p>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</p> <p>An internal investigation and where appropriate internal disciplinary procedures are followed</p>	HT
Access arrangements were not put in place for an assessment where a pupil is approved for arrangements	<p>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the pupil</p>	SENCO / EO
<b>Advice and feedback</b>		
Pupil claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to pupils before work begins as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to pupils prior to starting on their work as appropriate to the subject and component</p> <p>Pupil confirms/records advice and feedback given prior to starting on their work</p>	HOD / ST



<p>Pupil claims no advice and feedback given by subject teacher during the task-taking stage</p>	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to pupils during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to pupils during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Pupil confirms/records advice and feedback given during the task-taking stage</i></p>	<p>HOD / ST</p>
<p>A third party claims that assistance was given to pupils by the subject teacher over and above that allowed in the regulations and specification</p>	<p><i>An investigation is conducted; pupils and subject teacher are interviewed and statements recorded, where relevant</i></p> <p><i>Records, as detailed above, are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	<p>HOD / HT</p>
<p>Pupil does not reference information from published source</p>	<p><i>Pupil is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Pupil is again referred to the JCQ document Information for pupils: non-examination assessments</i></p> <p><i>Pupil's detailed records of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	<p>ST / HOD</p>
<p>Pupil does not set out references as required</p>	<p><i>Pupil is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Pupil is again referred to the JCQ document Information for pupils: non-examination assessments</i></p> <p><i>Pupil's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	<p>ST / HOD</p>
<p>Pupil joins the course late after formally supervised task taking has started</p>	<p><i>A separate supervised session(s) is arranged for the pupil to catch up</i></p>	<p>ST / HOD</p>
<p>Pupil moves to another centre during the course</p>	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i></p>	<p>EO</p>



<p>An excluded pupil wants to complete his/her non-examination assessment(s)</p>	<p><i>The awarding body specification is checked to determine if the specification is available to a pupil outside mainstream education</i></p> <p><i>If so, arrangements for supervision, authentication and marking are made separately for the pupil</i></p>	<p>EO/ AHT</p>
<p><b>Resources</b></p>		
<p>A pupil augments notes and resources between formally supervised sessions</p>	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where memory sticks are used by pupils, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for pupils is restricted between formally supervised sessions</i></p>	<p>ST</p>
<p>A pupil fails to acknowledge sources on work that is submitted for assessment</p>	<p><i>Pupil'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</i></p> <p><i>Awarding body guidance is sought on whether the work of the pupil should be marked where pupil's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from pupil's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the pupil</i></p>	<p>ST</p>
<p><b>Word and time limits</b></p>		
<p>A pupil is penalised by the awarding body for exceeding word or time limits</p>	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, pupils are discouraged from exceeding them</i></p> <p><i>Pupils confirm/record any information provided to them on word or time limits is known and understood</i></p>	<p>ST / SLT</p>
<p><b>Collaboration and group work</b></p>		
<p>Pupils have worked in groups where the awarding body specification states this is not permitted</p>	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	<p>ST / SLT</p>



<b>Authentication procedures</b>		
<p>A teacher has doubts about the authenticity of the work submitted by a pupil for internal assessment</p> <p>Pupil plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document 'Teachers sharing assessment material and pupils' work'</i></p> <p><i>Records confirm that pupils have been issued with the current JCQ document Information for pupils: non-examination assessments</i></p> <p><i>Pupils 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 pupils: non-examination assessments</i></p> <p><i>The pupil's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	<p>ST / HOD / SLT</p>
<p>Pupil does not sign their authentication statement/declaration</p>	<p><i>Records confirm that pupils have been issued with the current JCQ document Information for pupils: non-examination assessments</i></p> <p><i>Pupils confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for pupils: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a pupil for formal assessment</i></p>	<p>HOD / EO</p>
<p>Subject teacher not available to sign authentication forms</p>	<p><i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking pupils' work as part of the centre's quality assurance procedures</i></p>	<p>HOD / SLT</p>
<b>Presentation of work</b>		
<p>Pupil does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment</p>	<p><i>Cover sheet is checked to ensure it is fully completed before accepting the work of a pupil for formal assessment</i></p>	<p>ST / HOD</p>
<b>Keeping materials secure</b>		
<p>Pupils' work between formal supervised sessions is not securely stored</p>	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>Regular monitoring ensures subject teacher use of appropriate secure storage</i></p>	<p>ST / EO / IT Manager</p>



Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course  Alternative secure storage sourced where required	EO / IT
<b>Task marking – externally assessed components</b>		
A pupil is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the pupil  If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	EO
A pupil is absent on the day of the examiner visit for an unacceptable reason	The pupil is marked absent on the attendance register	EO
<b>Task marking – internally assessed components</b>		
A pupil submits little or no work	Where a pupil submits no work, the pupil is recorded as absent when marks are submitted to the awarding body  Where a pupil 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	ST / EO
A pupil is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication 'A guide to the special consideration process (Section 5), to determine eligibility and the process to be followed for shortfall in work'	EO / AHT
The work of a pupil is lost or damaged	Relevant staff are signposted to the JCQ publication 'A guide to the special consideration process (Section 5), to determine eligibility and the process to be followed for lost or damaged work'	EO / AHT /HOD
Pupil malpractice is discovered	Instructions and processes in the current JCQ publication 'Instructions for conducting non-examination assessments' (Section 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	EO / SLT



<p>A teacher marks the work of his/her own child</p>	<p><i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course</i></p> <p><i>Marked work of said child is submitted for moderation, whether part of the sample requested or not</i></p>	<p>EO</p>
<p>An extension to the deadline for submission of marks is required for a legitimate reason</p>	<p><i>Awarding body is contacted to determine if an extension can be granted</i></p> <p><i>Relevant staff are signposted to the JCQ publication 'A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension'</i></p>	<p>EO</p>
<p>After submission of marks, it is discovered that the wrong task was given to pupils</p>	<p><i>Awarding body is contacted for guidance</i></p> <p><i>Relevant staff are signposted to the JCQ publication 'A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for pupils'</i></p>	<p>EO</p>
<p>A pupil wishes to appeal/request a review of the marks awarded for their work by their teacher</p>	<p><i>Pupils are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i></p> <p><i>Records confirm pupils have been informed of their marks</i></p> <p><i>Pupils are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Pupils are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the Examinations Officer for the submission of marks</i></p> <p><i>Through the Pupil Exam Handbook, pupils are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i></p>	<p>EO</p>
<p>Deadline for submitting work for formal assessment not met by pupil</p>	<p><i>Records confirm deadlines given and understood by pupils at the start of the course</i></p> <p><i>Pupils 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</i></p>	<p>HOD / SLT</p>



	<p><i>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 pupil</i></p>	
<p>Deadline for submitting marks and samples of pupils' 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/subject heads 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>	HOD / SLT
<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>	SLT

## 6. Plagiarism

### 6.1 Introduction

Plagiarism involves the unacknowledged use of someone else's work and passing it off as if it were one's own. This may occur for many reasons. For example, Our Lady & St. Bede Catholic Academy recognises that pupils may submit plagiarised work because of poorly developed study skills (e.g. inadequate paraphrasing), and that some pupils, particularly those from different cultures and educational systems, may find UK academic referencing/acknowledgement systems and conventions unfamiliar.

However, some pupils do plagiarise deliberately, sometimes because they are unable or unwilling to do the required work, and with the intent to deceive and gain academic benefit. This is a conscious, pre-mediated form of cheating and is regarded as a serious breach of the core values of Our Lady & St. Bede Catholic Academy and damaging to the reputation of Our Lady & St. Bede Catholic Academy and its programmes.

This Plagiarism Framework explains how the issues of plagiarism are to be handled at Our Lady & St. Bede Catholic Academy and defines how possible cases of plagiarism will be dealt with under the terms of Our Lady & St. Bede Catholic Academy Rules, and the institutional procedures by which this will be done.

This framework applies equally to all assessments submitted by pupils for examination by Our Lady & St. Bede Catholic Academy in all academic taught programmes.



## 6.2 Plagiarism as an Offence

Our Lady & St. Bede Catholic Academy is committed to:

- defending the academic credibility and reputation of the institution;
- protecting the standards of its awards and their value to graduates;
- ensuring that its pupils receive due credit for the work they submit for assessment;
- advising its pupils of the need for academic integrity, and providing them with guidance on best practice in studying and learning;
- educating its pupils about what intellectual property is, why it matters, how to protect their own, and how to legitimately access other people's; and
- protecting the interests of those pupils who do not cheat.

In support of these commitments, plagiarism is understood to include, in whatever format it is presented, including written work, online submissions, group work or oral presentations, the following:

- The act of copying or paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement (this includes quoting directly from another source with a reference but without quotation marks).
- The submission of all or part of another pupil's work, whether with or without that pupil's knowledge or consent.
- The commissioning or use of work by the pupil which is not his/her own and representing it as if it were.
  - The submission of all or part of work purchased or obtained from a commercial service.
  - The submission of all or part of work written by another person, whether by another member of Our Lady & St. Bede Catholic Academy or a person who is not a member of Our Lady & St. Bede Catholic Academy.
  - Reproduction of the same or almost identical own work, in full or in part, for more than one module or unit of assessment of the same Our Lady & St. Bede Catholic Academy programme of study.
  - Directly copying from model solutions/answers made available in previous years.

**Where any of the above occur, then in consideration of that case, due account will be taken of such things as the level of intent, the proportion of assessment affected and any previous offences of the same kind.**

## 6.3 Preventing Plagiarism

Our Lady & St. Bede Catholic Academy recognises that preventing plagiarism is of at least equal importance to dealing with cases that are detected, and will therefore develop, periodically review and improve:

### ***The informing and education of pupils***





- By raising awareness of the positive and negative reasons why they should not plagiarise (positive reasons including getting reliable feedback on their progress and learning, upholding core values of academic integrity; negative reasons including risk of being caught and penalised).
- By ensuring that pupils are advised of good study practices and how to avoid unintentional plagiarism.
- By requiring that each department or programme of study makes clear to its pupils its expectations and norms for how pupils should use quotations, cite sources, paraphrase material, and construct bibliographies.
- By providing appropriate study skills advice, both generic and subject-specific, to inform pupils about best practice in note-taking and writing assignments, and to warn against poor practices that may lead to plagiarism.
- By ensuring that all pupils receive study skills advice at the start of their studies, sufficient that pupils understand expectations and proper procedures for quotations, citations and referencing.

#### ***The informing, development and support of teaching.***

- Ensuring all staff teaching or assessing pupils, or administering these activities, understand their responsibilities regarding plagiarism and are given guidance on how to deal with suspected cases.
- Encouraging and developing good practice in the design of assignments that best allow pupils to demonstrate their achievement of expected learning outcomes without giving opportunities for plagiarism.
- The promotion of a clear understanding of how plagiarism is dealt with at Our Lady & St. Bede Catholic Academy School, in order that pupils and staff understand the policy and procedures for dealing with suspected cases, including what the outcomes of any investigations might be.

## 6.4 Detecting Plagiarism

### **Responsibilities**

- The primary responsibility for detecting plagiarism in pupil work rests with the individual marker, perhaps supported by colleagues in teaching offices, who must always use their specialist knowledge and academic judgement in deciding what is and what is not acceptable within their subject. For example, in many subjects it is difficult to decide what is common knowledge and what should be attributed to sources, which is where the marker's expert judgement is exercised.
- Where a marker is uncertain of whether plagiarism or poor academic practice has occurred or how to deal with it then they should be able to seek the advice of a more experienced colleague, their Head of Department/Course Leader.



### **Assessment by non-School staff**

- Where pupil work is assessed by anyone other than a member of Our Lady & St. Bede Catholic Academy academic staff e.g. by external teachers or Graduate Teaching Assistants, then there must be a nominated staff member with responsibility for the assessment procedures, including moderating the assessments in respect to plagiarism. This will by default be a nominated module convenor or in their absence the Head of Department/Course Leader.

### **Use of software**

- Markers may use software to assist in their responsibility to detect plagiarism but should be aware of the limitations of such software, the care needed in interpreting reports and understand that use of such software does not replace the need to employ their own knowledge and academic judgement.
- Where the administrative staff of a department or programme passes submitted pupil work through such software, either separately or as part of electronic submission via a Virtual Learning Environment, then this is done to assist the academic processes, not to replace any part of them. It remains the responsibility of the marker, not the administrative staff, to review and interpret the results.

## **6.5 Roles and Responsibilities**

### **Senior Leadership Team**

- Responsible for identifying poor academic practices in assessed work and dealing with this in the appropriate way.

### **Curriculum Leader**

- Each department shall designate a member of staff, responsible for each curriculum area within the department e.g. GCSE, BTEC, ASDAN. This may be the Head of Department or another experienced member of staff within the department. The member of staff who leads on a curriculum area will be referred to as the Curriculum Leader. The Curriculum Leader will, when required, take responsibility for the investigation of and subsequent action for plagiarism in any non-examined assessment or examination which counts towards the award of an external qualification and present the evidence to the Headteacher.

### **Headteacher**

- The Headteacher shall hear cases referred by the Curriculum Leader or where a pupil appeals a decision taken by the department. At such meetings in respect to suspected plagiarism the Curriculum Leader will normally be accompanied by the Head of Department or a member of Senior Leadership Team.

### **Examinations Officer**



- The Examinations Officer will be kept fully up-to-date of any investigations of Plagiarism. If an act has been committed, the relevant information regarding the findings should be provided in order for the relevant documentation to be submitted to the awarding bodies. If a pupil is found not to have committed an act of plagiarism, then this information should be given to the Examinations Officer as evidence the investigation and ruling until the pupil has left the school.
- The Curriculum Leader and pupil will have equal rights to question or challenge evidence presented. The pupil will have the right to see all evidence in advance of the meeting.

## 6.6 Procedures and Outcomes

The following procedures shall be followed for all cases of suspected plagiarism or other form of academic malpractice in any non-examined or examined assessment contributing to the award of an external qualification. The steps may be concluded at any point during the procedures.

### Senior Leadership Team

- It is part of the normal academic responsibilities of Senior Leadership Team to be aware of and alert to all forms of academic malpractice, including plagiarism. Senior Leadership Team should follow departmental procedures for assessment or ensure that they have followed alternative procedures that are justifiable to the External Examiners of that module.
- The Senior Leadership Team should, if they suspect plagiarism or some other form of academic malpractice has occurred, use their judgement (in consultation with the Curriculum Leader if necessary) to:

### Either

Decide that plagiarism has occurred because of poor study skills and there has been no attempt to gain unfair advantage.

In this case the marker should:

- Give the submitted work an appropriate mark by deducting marks for poor academic practices or marking the work remaining after setting aside the affected text.
- Ensure that the feedback to the pupil identifies the problem and the sections concerned.
- Offer a meeting with the pupil to discuss their mark, the action taken and provide appropriate academic advice for the improvement of future work.
- Ensure that a record is made on the pupil's assessment that marks have been lost through poor academic practice.

Where the pupil work displays some form of poor academic practice as above, but the pupil has not taken note of previous advice of similar problems, then the pupil must be informed of the repeated problems, be required to meet with their Head of Department who will contact the pupil's parent/carer to inform them of the situation.



**Or**

Decide that the quantity of the plagiarised text is too great to be dealt with by setting the text aside or that there is suspicion of some form of academic malpractice.

In this case the marker should:

- Refer the case for consideration by the Curriculum Leader / Head of Department.
- Provide all the evidence they can, including software reports and source texts, including the work of other pupils, where possible.
- Recognise that where there is a clearly identified match to work already submitted by software then that match is sufficient evidence and there is no requirement to produce a copy of the previously submitted material.
- Record no mark for the pupil work or record a mark of zero or equivalent grade until the case is resolved.
- Inform the pupil that the mark is being withheld, that the case is being investigated and the nature of the concerns.

**Heads of Department / Curriculum Leaders**

The member of staff responsible for the relevant curriculum area within the department shall, when a case of suspected plagiarism or academic malpractice has been passed to them, use their professional judgement and experience to decide that:

**Either**

The case is one that would normally be dealt with by the Senior Leadership Team and not warranting further investigation or a Hearing.

In this case the Curriculum Leader should:

- Instruct that the work be given an appropriate mark with the plagiarised passages set aside as above, along with the relevant communications about the reasons for a reduced mark being communicated to the pupil.
- Ensure that a record is made in the Academic Practice and Support section of the pupil's record that marks have been lost through poor academic practice.

**Or**

The case is one that warrants further investigation and a Hearing.

**Hearings by the Head of Department / Curriculum Leader**

When a Curriculum Leader decides that a case should be investigated and discussed at a Hearing then they should:

- Arrange for a Hearing where the pupil will have the opportunity to discuss the case.
- Provide the pupil with the opportunity to see any documentary evidence prior to any hearing.



- Check for any previous difficulties with plagiarism or malpractice in other subject areas.

Attending at the hearing will be:

- The Head of Department / Curriculum Leader.
- The pupil
- One other appropriate member of staff or member of the Senior Leadership Team.

The pupil will be asked to respond to the allegations regarding their work and may also wish to consider if there are any mitigating circumstances which should be made known. After hearing all the evidence the Head of Department / Curriculum Leader shall decide on appropriate action.

The pupil will be informed of the decision and outcomes of the hearing within five working days. Where plagiarism or academic malpractice has taken place the Head of Department / Curriculum Leader will contact the pupil's parents/carer to explain the decision and outcomes within five working days.

### **Possible Outcomes of A Hearing by a Head of Department / Curriculum Leader**

The Curriculum Leader may decide that

#### **Either**

There has been no offence and will instruct the Senior Leadership Team that the work will be marked as normal.

#### **Or**

There has been a plagiarism offence or some other form of academic malpractice.

### **Where a plagiarism offence or academic malpractice has occurred**

Where it is decided that a plagiarism offence or some other form of academic malpractice has occurred then the Head of Department / Curriculum Leader may:

1. Require the pupil to undertake a new assessment item. This may take place outside the normal school day in accordance with the school's discipline procedures and may only be eligible to receive the minimum pass mark depending on the awarding body's guidelines. If the pupil refuses or fails to submit the new work, a mark of zero or equivalent grade shall be recorded.
2. Awarded zero or equivalent grade for the assessment with no opportunity for resubmission. This will occur when this is the outcome required by the examining body, it is not possible to re-sit or resubmit the assessment item or the pupil refuses or fails to submit new work.
3. Refer the case to Headteacher, with or without a recommendation for a particular outcome.

If the pupil does not accept the decision of the Head of Department / Curriculum Leader, he/she shall have the right to appeal it to the Headteacher, at which he/she will have the right to be heard, accompanied by a representative if desired.



## The Headteacher

Where the Head of Department / Curriculum Leader refers a major offence, or where the pupil appeals a decision to the Headteacher that body, having conducted a hearing with the pupil present (accompanied by a representative if desired) may, if it decided that a major offence has been committed by the pupil, impose one of the following penalties:

- Impose any action which might have previously been imposed by the Head of Department /Curriculum Leader or Senior Leadership Team.
- Award zero or equivalent grade for the assessment with no opportunity for resubmission even though this may later prevent progression or the award of the qualification.
- Award zero or equivalent grade for the whole examined or non-examined assessment element for that module, unit or paper.
- Award zero or equivalent grade as under and, where the inclusion makes no difference to the class of award, to recommend that one class lower than the one determined by the arithmetic be awarded.

## 6.7 Notification and Support

For each offence of plagiarism, the pupil will be sent a standard school letter which:

- Spells out what they have done wrong, and why it is wrong.
- Points them towards appropriate sources of study skills help.
- Reminds them of the need to discuss their work with teaching staff if they are uncertain about how to avoid subsequent difficulties.
- Warns of the serious consequences of subsequent offences, and spells out the sanctions that would be applied.
- Outlines the pupil's rights.

## 7. Administration of Examinations

### 7.1 Location of Papers

- For external examinations, all examination materials once received by the Examinations Officer will be stored in sealed packets in the safe in the examination cupboard until the morning or afternoon of the examination.
- For internal mock examinations papers will be stored in the reprographics room and will be collected by the lead invigilator on the morning of the mock examination.



## 7.2 Setting up Examinations

- The Assistant Headteacher responsible for examinations will coordinate the organisation of all internal and external examinations series with the support of the Examinations Officer.
- The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.
- Site management is responsible for setting up the allocated rooms.
- The Lead Invigilator will, together with the Examinations Officer, remove the papers from the safe in the examination cupboard. Sealed packets of papers must be opened in the presence of both the Lead Invigilator and Examinations Officer and must remain in the examination room, which must not be accessed by any personnel other than the examination invigilation team.
- The Lead Invigilator is responsible for ensuring the examination room is set up in good time for the examination, ensuring the examination room is secure, and ensuring no unauthorised people enter the examination room once the papers are in the room.
- Subject staff may be present at the start of the examination for mock examinations only; however, they will not be permitted to enter the examination room for public examinations.
- In practical exams, subject teachers may be on hand in case of any technical difficulties.
- Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Head of Departments/Course Leaders at the end of the exam session.

## 7.3 Starting Exams

- Pupils will line up on St Bede's Yard in the order they will be seated in the examination rooms.
- A member of the Senior Leadership Team, the Head of Year and Head of Department will be present to supervise the entry of pupils to the examination hall.
- A member of the Senior Leadership Team, who does not teach the subject being examined, will start the examination in accordance with JCQ guidelines.
- Once in the examination, the member of Senior Leadership Team will hand over to the Lead Invigilator and leave the examination room.

## 7.4 Candidate Identification Procedure

A member of senior leadership will be present as candidates are admitted to the exam room to verify the identification of candidates prior to the start of the exam. A photo record of the candidates will also be available for invigilators in the examination room. Identification of candidates outside the main venue will be completed by the exam attendance checking team.



## 7.5 Examination Invigilation:

- Invigilators will be used for Internal mock examinations and external examinations.
- Recruitment of invigilators is the responsibility of the Exams Officer and the Senior Leadership Team.
- Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the School Business Manager.
- CRB/DBS fees for securing such clearance are paid by the centre.
- Support staff are used for an invigilation resource for 1-1 exams.
- Invigilators/Support staff are timetabled and briefed by the Examination Officer.
- Invigilators rates of pay are set by the centre administration.
- All invigilators will have access to a copy of the JCQ regulations kept in the examination cupboard and will be provided with a booklet on examination checks and procedures.

### Invigilation Responsibilities

- Security of Papers it is the responsibility of all invigilators to ensure that the examination procedures relating to the storage, distribution and collection of papers are adhered to stringently and that unauthorised personnel are not allowed to enter the examination room once the examination materials are out.
- Seating Plan – This will be provided for each separate examination. It must be completed at the beginning of each examination session. The Examination Officer will ensure that there is a card (put out for each candidate) with candidate number; name; syllabus code; tier and school centre number on it (41157).
- Attendance Register – The attendance register must be completed for each subject being examined and signed by the invigilator completing it. Absences should be reported to both the Attendance Officer, Examination Officer and the Head of Year, who will try to contact the home, where possible.
- Positioning – Invigilators will be set a ratio of 1:30 with a minimum of 2 invigilators per examination room. Invigilators must be spaced evenly across the examination room and must not be stood together in a group.

**NB – all Boards require invigilators to give their undivided attention to the candidates.**

**It is not permissible to read or mark work.**

Invigilators need to be aware of the rules relating to:

- Unauthorised materials – Invigilators must be vigilant for any unauthorised materials in the examination room as set out in the JCQ regulations. All equipment is provided for pupils and all pupils are permitted to bring into the examination room is a clear water bottle and wristwatch, which must be placed on the desk. Any pupils bringing unauthorised materials into the examination room must be recorded in the examination report and Senior





Leadership and the Examinations Officer informed immediately, who will then report the incident to the examination board.

- Irregularities – should any irregularity occur during an examination, i.e. a candidate is suspected of cheating, adopt the following measures, unless the candidate is a risk to other candidates by reason of noise, fidgeting etc, in which case he/she will be excluded from the examination room and taken to a member of the Senior Leadership Team
  - Rule a line at the point where the irregularity occurred and initial it. Let the candidate continue.
  - Inform the Examination Officer at once; and give written statement of exactly what happened on the invigilator feedback sheet.
  - The irregularity will be investigated by the Senior Leadership Team and reported to the examining body by the Examinations Officer if required.
- Managing Illness – follow common sense procedures. If a candidate feels unwell, allow him/her out of the examination room, under supervision, for a recovery period. A line should be drawn on the candidate's paper, stating the time at which the candidate ceased work and started work again if he/she does so. This should be initialled, and the Examination Officer informed as soon as possible.
- Emergency Procedures – in the event of a fire alarm or bomb alert, a member of the Senior Leadership Team will arrive in the examination room as soon as possible. Invigilators should follow the Emergency Procedures set out in Section 7.10.9.

## 7.6 Role of Head of Department:

- a) Head of Department should liaise with the Examinations Officer before the examination to ensure that pupils have the correct papers and equipment needed for the examination, however they are not permitted to enter the examination room for public examinations.
- b) Head of Department must ensure pupils are informed of arrangements of examinations which are not scheduled by the Board, e.g. control assessments, practical examinations and oral examinations.
- c) Controlled Assessment – Head of Department to arrange for pupils' controlled assessments to be collected and collated. Pupils must be warned against unfair practices.

## 7.7 Candidates Code of Conduct

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- 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 Examinations Officer or Lead Invigilator.
- Candidates are not allowed to leave an exam early.



- Candidates may leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.
- The Examinations Officer is responsible for handling late or absent candidates on exam day or subsequently.

## 7.8 Equipment for Examinations

- Pupils will be provided with all equipment required in the examinations, including a transparent pencil case containing two black pens, a pencil, sharpener, and ruler, as well as any subject specific materials required such as protractors, calculators etc.
- Pupils will only be allowed to bring into the examination room a transparent water bottle, with no labelling, and a wristwatch that must be taken off and placed on the examination desk.
- Pupils must not, under any circumstances, bring in electronic devices into the examination hall such as smart watches, mobile phones or mp3 players; in any such instances the equipment will be removed immediately by invigilators and the examination board will be informed by the Examinations Officer.

## 7.9 Examination Clashes

- The Examinations Officer will be responsible for identifying any pupils who may have an examinations clash and to work with the Senior Leader responsible for examinations to ensure arrangements are in place for isolation, supervision and escorting of pupils where required.

## 7.10 Access Arrangements

- Pupils requiring access arrangements will be identified from a range of evidence such as Educational Health Care Plans, baseline screening tests, referrals from teaching staff/Heads of Department or Parents/Carers to the SENCO and from performance data in internal assessments and mock examinations.
- Following a referral to the SENCO the SENCO or other suitably qualified person will assess pupils for access arrangements and determine the level of adjustments required.
- A copy of the qualifications of anyone involved in testing for access arrangements will be held in the front of the SEN file for inspection.
- Records of access arrangements, supporting evidence and downloaded approval from Access Arrangements Online will be retained in the SEN file for inspection.
- The SEN file will be checked by SENCO, member of the leadership team with line management responsibility for the SENCO, Assistant Head Teacher – Examinations and the Examinations officer.



- Reasonable adjustments will be made which helps to reduce the effect of a disability or difficulty that places a pupil at a substantial disadvantage in an examination.
- All adjustments will be consistent with the candidate's normal way of working and will not give the pupil an unfair advantage over other candidates.
- The SENCo is responsible for identifying pupils who require access arrangements, collecting the relevant supporting evidence and applying for access arrangements via Access Arrangements Online by the deadline set by the JCQ.
- The SENCo is responsible for coordinating with the Examinations Officer to ensure that modified papers have been requested, where required, by the deadline set by the examination board.
- For internal mock examinations, the SENCo will ensure that candidates receive the same entitlements to modified papers and materials as they would receive in external examinations.
- Additional examination rooms will be provided to support pupils who require extra time, readers, scribes and word processors; or who require a separate room for other medical reasons; or in order to support a disability e.g. an accessible ground floor room.

## 7.11 Examination Procedures

### 7.11.1 Introduction

Examinations are a very important time in the lives of our pupils; therefore we aim to do all we can to enable them to be at their best. We want to develop a calm, supportive atmosphere so that all the pupils have to focus on is doing their examination. This document makes clear our roles and responsibilities so that we can discharge them in a timely and efficient way. Most problems can be averted through good planning, organisation and communication. By being proactive, working effectively together, and maintaining a calm and caring approach to any matters that arise, our work will make real positive difference to our pupils.

### 7.11.2 Useful Contacts

Contact	Contact for
<b>James Race</b> Assistant Headteacher - Examinations	Examination security, exam procedures & organisation, regulations, staffing, absence, behaviour, suspected malpractice, pupil or staff illness, any concerns or problems.



<b>David Pinnock</b> Deputy Headteacher	Behaviour, suspected malpractice or exam security, illness, any emergency or in the event you are unable to contact MMC.
<b>Joshua Gilraine</b> Examinations Officer	Administrative questions such as entries, tiers, location or organisation of papers.
<b>Adam Gibbon</b> Head of Year	Pastoral Support, behaviour, illness, anxiety, pupil absence.
<b>Maria Chapman (position vacant)</b> Attendance	Attendance – report absent / missing pupils.
<b>Steve Lawrence</b> IT Technician	Any IT Issues, examination clocks.
<b>Frances Flood</b> – Lead Invigilator Hall	Day to day organisation of the exams, and invigilators, concerns with examination security or malpractice which must then be passed onto MMC or DSI.
<b>School Reception</b>	Reception will seek assistance for you if you are unable to contact the person you require.

Invigilator's mobile phones must be **on silent** during examinations and **used only for the purposes of summoning assistance** if a **serious situation** develops e.g. malpractice, poor behaviour, IT failure or anything that impedes a pupil's examination. **When summoning assistance please do so in a way that does not disturb the candidates.** The nearest internal telephones to the examination rooms are:

### 7.11.3 Before the Examination Period Begins

Check of Examination Papers	Responsibility
<ul style="list-style-type: none"> <li>Receipt of all papers recorded on the Exam Materials Receipt Log.</li> </ul>	Exam Officer
<ul style="list-style-type: none"> <li>Exam papers in sealed packets, locked in the safe in the locked exam cupboard.</li> </ul>	Exam Officer
<ul style="list-style-type: none"> <li>Check all exam papers are in the safe and neatly organised.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Number of papers for each exam checked, including higher and foundation tier.</li> </ul>	Exam Officer
<ul style="list-style-type: none"> <li>Location of inserts, source sheets, formula sheets and/or answer booklets checked.</li> </ul>	Exam Officer
<ul style="list-style-type: none"> <li>Missing papers reported to Examinations Officer and chased up with exam boards.</li> </ul>	Exam Officer



Checks of Examination Rooms:	Responsibility
<ul style="list-style-type: none"> <li>• Copy of JCQ booklet "Instructions for Conducting Examinations" and "Conducting MFL Listening Examinations" available for each examination room.</li> </ul>	AHT - Examinations
<ul style="list-style-type: none"> <li>• Examination desks clean, no screws missing, wobbly desks removed.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• Extra stationary ordered for each examination period and stationary cupboard in exam cupboard fully stocked.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• Cards for examination desks for all pupils printed.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• Cards taped to examination desks, top right-hand corner.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>• Desks checked for graffiti, and reported to Cleaning Manager, poor condition ones removed by Site Team.</li> </ul>	AHT - Examinations
<ul style="list-style-type: none"> <li>• All biros and highlighters in pencil cases replaced with new ones, pencils sharpened.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>• Pencil case for every pupil, plus several spare for each examination room.</li> </ul>	Examinations Officer
<p>Each pencil case to contain:</p> <ul style="list-style-type: none"> <li>• Two black ball point pens</li> <li>• Two highlighters two different colours</li> <li>• Two pencils, one pencil sharpener and rubber</li> <li>• Ruler</li> <li>• Protractor</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>• <b>Working</b> calculator for each pupil in the examination room, plus spares, <b>cases removed.</b></li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>• Exam papers checked for which one needs calculators e.g. PE, Science, Maths Calculator Papers may be different for H/F tier.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>• Supplies of additional paper for each board organised and accessible.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>• Boxes of spare equipment made up for each examination room, containing: black pens, two colours of highlighters, pencils, rubbers, sharpeners, rulers, protractors and calculators.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>• 'JCQ No Mobile Phones' and 'Warning to Candidates Signs' displayed around entrance to each room, including support rooms and offices.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• Lists of relocations for warm-ups each week printed and given to Caretakers to put up by classroom doors.</li> </ul>	Examinations Officer



Check of Examination Folders	Responsibility
<ul style="list-style-type: none"> <li>• Folders produced for every day of the examinations, for each room.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• Registers for each exam and each examination room.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• Seating plan for each examination room.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• For Mathematics, Science and MFL papers, tiers of entry colour coded onto seating plans for each examination room.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• List of special arrangements, including entitlement, use of word processor in each subject and instructions to invigilators for key pupils.</li> </ul>	Examinations Officer / SENCo
<ul style="list-style-type: none"> <li>• Copy of "JCQ Information for candidates" provided to pupils.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• 'Second Pair of Eyes' Checklist.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• Exam room 'Register of Invigilators Present'</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>• Invigilator feedback sheets.</li> </ul>	Examinations Officer

#### 7.11.4 On the day of the Examination

Before the Examination Begins	Responsibility
<b>To be completed before 8.50am for morning exams and before 1.20pm for afternoon exams.</b>	
<ul style="list-style-type: none"> <li>• Metal gates blocking entrance to Hall B by chapel.</li> <li>• Blue boards up blocking off Key Stage 4 Dining area and entrance to John Paul II corridor.</li> <li>• 'No Entrance Examination' signs on boards.</li> <li>• Table and bin set up for water /juice/dark chocolate. Water bottles' labels removed.</li> <li>• Signs for warm-ups and relocations on classroom doors.</li> <li>• Sign on the front gate telling pupils where to go for warm-ups.</li> <li>• Rosemary oil and burners are in the correct locations according to exam timetable.</li> <li>• Temperature – check weather/expected conditions, if below 22°C switch on heating above 24°C or CO<sub>2</sub> is still high from the morning exam - open windows.</li> </ul>	Site Manager



<ul style="list-style-type: none"> <li>JCQ Examination posters 'No Mobile Phones' and 'Warning to Candidates' up outside all entrances to all examination rooms, including offices.</li> </ul>	Examinations Officer
<ul style="list-style-type: none"> <li>Breakfast: hot chocolate, toast, juice, dark chocolate.</li> </ul>	Catering
<ul style="list-style-type: none"> <li>Check all exam desks / cards taped on / no graffiti, any faults reported to caretakers and Examinations Officer.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Pencil case on every desk containing 2 black pens, 2 pencils, protractor, highlighters, ruler, rubber and pencil sharpener.</li> </ul>	Lead Invigilator for each room.
<ul style="list-style-type: none"> <li>Check that the specialist equipment required for the paper, as stated on the cover of the exam, is out and ready e.g. calculators.</li> </ul>	Lead Invigilator for each room.
<ul style="list-style-type: none"> <li>Check that you have the correct registers, seating plans and special arrangements sheets in the examination folder.</li> </ul>	Lead Invigilator for each room.
<ul style="list-style-type: none"> <li>Without opening the packet, check the name, date and time of paper in the exam cupboard; have the correct number of packets ready to go to each exam room.</li> </ul>	Lead Invigilator for each room.
<ul style="list-style-type: none"> <li>Exam clock set up with the correct start time, end time and length of paper.</li> <li>Set up the light, CO<sub>2</sub> and noise monitor in the hall.</li> </ul>	IT Manager
<ul style="list-style-type: none"> <li>Unplug the telephone in the chapel and any telephones in / nearby access rooms.</li> </ul>	Lead Invigilator
<p><b>ACCESS ROOMS</b> as above plus:</p> <ul style="list-style-type: none"> <li>Check all computers / software RWG / headphones / log-ins are working correctly.</li> <li>Check the instructions for pupils with special arrangements; be clear on who has extra time, who requires prompts, who is using a word processor, and which pupils each invigilator will supervise.</li> </ul>	IT Manager Lead Invigilator for each room.
<ul style="list-style-type: none"> <li>All invigilators to be present in the examination room 30mins before the start of the exam; mobile phones must be switched to silent.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Double check the name, date and time of exam on the packet are correct.</li> <li>Two people must be present as the packets are opened, and both must <b>sign the 'Second Pair of Eyes' sheet</b> as the packets are opened.</li> <li>Papers for support rooms must be accurately counted out, placed into sealed foolscap envelopes and given to the lead invigilator for that room.</li> <li>Put the exam papers out on the desks, <b>invigilators must then be present in the examination room at all times</b> and prevent the entry of unauthorised persons.</li> </ul>	Lead Invigilator for each room.



<ul style="list-style-type: none"> <li>Lead invigilator to allocate where each invigilator will stand and highlight any pupils who may require careful attention e.g. for anxiety, focus or special arrangements.</li> </ul>	Lead Invigilator for each room
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### 7.11.5 Examinations Routines and Timings

The start time for AM examinations is 9.00am and 1.30pm for PM examinations. Exams may begin within 30 minutes of the published time **but must not exceed this**. Therefore, **we must be tight and well organised** with our routines and timings.

Routine	AM	PM	Responsibility
<b>Toilets</b> <ul style="list-style-type: none"> <li>Opened before and after warm ups.</li> </ul>	8.00am 9.00am	11.00am 13.30pm	Site Manager
<b>Registers</b> <ul style="list-style-type: none"> <li>Printed and brought to HoD the day before.</li> <li>HoD distribute to staff before WU.</li> <li>HoDs provide own class lists if different to SIMS.</li> </ul>	Previous day		Attendance Officer Head of Year
<b>Rosemary Burners</b> <ul style="list-style-type: none"> <li>Delivered to HoD for staff to collect.</li> </ul>	Previous evening	Following AM exam	Site Manager
<b>Warm Ups</b> <ul style="list-style-type: none"> <li><b>Start promptly</b> at the time shown on the examination timetable.</li> <li>Registers taken within first 5mins</li> </ul>	8.00am	As TT	Head of Department
<b>Collection of Registers</b> <ul style="list-style-type: none"> <li>Registers will be collected 5mins after the start of the warm-up.</li> </ul>	8.05am	WU start + 5mins	Attendance Officer
<b>Absent Pupils</b> <ul style="list-style-type: none"> <li>Phone calls home for absent pupils,</li> <li>Absent pupils collected, if required.</li> </ul>	8.10am	WU start +10mins	Attendance Officer Head of Year KS4 Safeguarding Lead
<b>Juice and Dark Chocolate</b> <ul style="list-style-type: none"> <li>Set out on table St Bede's Yard</li> </ul>	8.40am	13:10pm	Catering
<b>Movement to Exam Room</b> <ul style="list-style-type: none"> <li>Warm-ups <b>finish promptly</b>.</li> <li><b>WU</b> staff to <b>escort pupils</b> to St Bede's Benched Area, ensure bags and coats are dropped off</li> </ul>	8.40am	13.10pm	Head of Department





promptly and pupils line up in seating plan order on St Bede's Yard.			
<ul style="list-style-type: none"> <li>Line up <b>in seating plan order</b> St Bede's yard paved area.</li> <li>HoDs go through <b>Plan, Time, Neat and Prayer</b>.</li> </ul>	8.45am	13.15pm	HoD / HoY
<ul style="list-style-type: none"> <li>Pupils enter examination rooms <b>in silence</b>.</li> <li>SLT (ic Hall) lead into hall / HoY on Hall Door</li> </ul>	8.50am	13.20pm	
<ul style="list-style-type: none"> <li>Start of Exam procedures.</li> </ul>	8.55am	13.25pm	
<b>Exam Start</b> <ul style="list-style-type: none"> <li>Must not be later than 9.00am 13.00pm</li> </ul>	9.00am	13.30pm	
<b>Collection of Rosemary Burners</b> <ul style="list-style-type: none"> <li>WU staff to return oil and burners to box.</li> <li>Caretakers collect and move to location of next WU.</li> </ul>	9.00am	13.30pm	Caretakers

### 7.11.6 Procedures for Starting Examinations

Just before the pupils are sent to form the line-up, the Examinations Officer will go to St Bede's Yard and be at the front of the hall ready for the start of the examination. The pupils enter in silence and take their place. When all pupils have entered, the Examination Officer follows the same process precisely:

- Electronic Devices:** Remind pupils this is the final chance to hand in any mobile phones or electronic devices, and that failure to do so may result in disqualification.
- Highlighter:** Pupils are asked to take out the highlighter from the pencil case (5 secs).
- Black Pen:** Pupils are asked to take out the two black pens from the pencil case (5 secs).
- Subject Specific Equipment:** Pupils are now asked to take out the necessary equipment for the specific examination
  - Calculator for Maths, PE Science.  
**Reset Procedure On / Shift / 9 / 3 / = / AC**
  - Pencil, pencil sharpener, rubber – make sure pencil is sharp
  - Ruler
  - Protractor (20 secs)
- Floor:** Pupils are asked to close the pencil case and put it on the floor (5 secs).
- Centre Number, Candidate Number, NAME IN BLOCK CAPITALS:** Pupils are asked to complete the front of the exam booklet. Remind pupils of the need for **neatness** (20 secs).
- Pause:** Pupils are then asked to put pens down and to sit up (5 secs).
- Instructions:** Pupils are asked to pick up the highlighter and highlight on the front cover key parts of the instructions which are read out by the Examination Officer (1 minute)



9. **Precise Time:** The Examination Officer waits until precisely 10 seconds before the start of the examination and says these exact words: 'Please sit up. You have x hrs and y minutes. You may now begin. Best of luck'.

**Lead invigilator to ensure the attendance register is completed,**

**SLT check for any missing pupils – report to Attendance Officer and Head of Year.**

### 7.11.7 During the Examination.

Roles	Responsibility
<ul style="list-style-type: none"> <li>Allocate a specified spot to stand and specified pupil or groups of pupils to monitor closely.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>During the introduction invigilators to stand still in the same spot and remain silent.</li> </ul>	All invigilators
<ul style="list-style-type: none"> <li>Register of all pupils present to be completed in the examinations room, absent pupils reported to Examinations Officer, Head of Year and Attendance team.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>IN ACCESS ROOMS – Identify the pupils from the seating plan with additional time, those who need scribes, readers and word processors; allocate a specific invigilator to each pupil indented on the <b>key pupils list</b> and follow the prescribed actions for these pupils.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Be ever vigilant for pupils putting hands up requesting extra paper etc. <b>Do not ever let them wait.</b></li> </ul>	Allocated Invigilator
<ul style="list-style-type: none"> <li>Be mindful that the pupils need silence to concentrate.</li> </ul>	All
<ul style="list-style-type: none"> <li>Be active in nonverbally indicating to pupils to sit up straight; record any pupils slouching on the invigilation feedback sheet.</li> </ul>	Allocated Invigilator
<ul style="list-style-type: none"> <li>Be active in nonverbally indicating to pupils to use all the allocated time.</li> </ul>	Allocated Invigilator
<ul style="list-style-type: none"> <li>If pupils de-face the examination paper, note names down on examination feedback sheet and pass to AHT Examinations.</li> </ul>	Allocated Invigilator
<ul style="list-style-type: none"> <li>Monitor the digital clock; make a note on your own watch of the start time and make sure the clock keeps the correct time throughout.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Lead Invigilator: note the start time on the computer screen and add the end time.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Report back to AHT Examinations any slight issues / problems following the evaluation sheet after each examination</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Monitor the Temperature, CO<sub>2</sub> and Noise levels               <ul style="list-style-type: none"> <li><b>Temperature</b> keep in the range <b>20°C -22°C</b>, do not allow to drop below 18°C, open windows if hot, ask caretakers to switch on heating if below 20°C.</li> </ul> </li> </ul>	Nominated Invigilator



<ul style="list-style-type: none"> <li>○ <b>CO<sub>2</sub></b>. The empty room should be between 250ppm and 350ppm, a full hall at 500-600ppm. Pupils will feel drowsy at 1000ppm, if the levels exceed <b>700ppm</b>, open windows; <b>levels must not reach 1000ppm</b>.</li> <li>○ <b>Light</b> levels <b>should not drop below 500lux</b>, if they do switch on the lights, some movement around the hall is required to keep the lights on, please do so minimally and discreetly to avoid disturbing the candidates.</li> <li>○ <b>Noise</b>. Should be in the range <b>30-40Db</b>, if noise exceeds 40Db take action to minimize sources of noise.</li> </ul>	
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• **Follow JCQ booklet in everything: relevant sections 20,21,22,24**

### 7.11.8 Late Arrivals

**If a candidate arrives before 10.00am for a morning exam or 2.30pm for an afternoon exam:**

- Allow the candidate the full time to complete the examination.
- Make a note on the invigilator feedback sheet of the late arrival, including the start time, finish time and reason for lateness.
- Ensure MMC is informed of any late arrivals.

**If a candidate arrives after 10.00am for a morning exam or 2.30pm for an afternoon exam or for an exam less than one hour long after the published finish time.**

- On the Invigilator feedback sheet record:
  - The reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre.
  - The time the candidate started the examination and the time the candidate finished the examination.
- Allow the candidate the full time to complete the examination.
- **Warn the candidate that the awarding body may not accept their script.**
- Lead Invigilator to ensure CBI and MMC are informed. CBI must then **submit Form JCQ/VLA-Report on candidate admitted very late to examination room** within seven days of the examination having taken place.

### 7.11.9 Emergency Procedures.

Procedure	Responsibility
<ul style="list-style-type: none"> <li>• If the alarm sounds for fire or bomb alert, tell the pupils to stop writing and record the time on the clock.</li> <li>• Remind pupils that they <b>are still in exam conditions</b> and that <b>they must not talk and remain facing the front.</b></li> </ul>	<p><b>Lead Invigilator</b></p>
<ul style="list-style-type: none"> <li>• <b>Pupils should remain in the examination hall in exam conditions until directed by a member of SLT</b>, unless the Lead Invigilator deems the situation unsafe and the pupils are at immediate risk.</li> </ul>	<p><b>Lead Invigilator</b></p>



<ul style="list-style-type: none"> <li>A member of SLT will come round and advise whether or not pupils will be evacuated.</li> </ul>	<b>SLT</b>
<ul style="list-style-type: none"> <li>In the event of an evacuation pupils must be told that they must not talk to each other or other pupils and must not attempt to access a communication or electronic device.</li> <li>All examination materials must be left in the examination hall.</li> </ul>	<b>Lead Invigilator</b>
<ul style="list-style-type: none"> <li>The lead Invigilator will dismiss pupils one row at a time through the nearest emergency exit through which pupils can leave the building.</li> <li>A member of SLT will escort the pupils to the line-up area on St Bede's Yard if it is safe to do so, or onto the field in the event of a bomb alert or if B block is unsafe.</li> <li>Pupils in access rooms will be escorted out by the Lead Invigilator and the invigilation team.</li> <li>The Lead Invigilator <b>must bring the examination register.</b></li> </ul>	<b>Lead Invigilator</b>
<ul style="list-style-type: none"> <li>Ensure that pupils from all support rooms and offices are evacuated.</li> </ul>	<b>AHT Examinations</b>
<ul style="list-style-type: none"> <li>Once outside the register will be checked to ensure all candidates are accounted for.</li> <li>When it is safe to re-enter the building a member of SLT will direct pupils to re-enter in silence.</li> <li>Once all pupils are seated the Lead Invigilator will restart the examination, record the time and allow pupils the full allocation of time to complete the examination.</li> <li>Details of the incident, its duration and impact on pupils will be recorded by MMC and the examination board informed.</li> </ul>	<b>SLT Invigilation team</b>

### 7.11.10 After the Examination

<b>Procedure</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>All pupils must remain in the examination room until the end of the examination</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>If any pupils attempt to leave the examination room before the allotted time contact AHT, DH or HoY immediately.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li><b>Pupils who leave the examination room without supervision cannot be allowed back in.</b></li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Question papers cannot leave the examination room until all candidates have completed the paper, including any candidates who have extra time or arrived late.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Pupils must not take any material whatsoever from the examination room.</li> </ul>	Lead Invigilator



**Follow JCQ booklet sections 23, 26,27,28**

Procedures for Finishing Examinations	Responsibly
<ul style="list-style-type: none"> <li>Five minutes before the end of the examination the Lead Invigilator may say, "You have 5 minutes left."</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Lead Invigilator must tell candidates to stop working and remind them that they are <b>still under examination conditions and must remain silent and facing the front.</b></li> <li>Pupils who arrived late, have extra time, or are sitting another examination in the same room, must be allowed their full allocation of time and should be disturbed as little as possible.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Make sure that candidates have their name, centre number and candidate number on their answer booklet and any extra sheets of paper.</li> <li>If candidates have used extra paper, they must make sure that the question numbers are clearly written down and that these extra sheets are treasury tagged to the main answer booklet.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Instruct pupils to put all equipment back into their pencil cases.</li> <li>Place the pencil cases on the top left-hand corner of the desk.</li> <li>Place the examination paper on the top right-hand corner of the desk.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>The Lead Invigilator will arrange which rows each invigilator will be responsible for.</li> <li>The invigilation team will then collect in all the papers.</li> <li>All desks should be checked for graffiti and any graffiti reported immediately to AHT and Cleaning Supervisor</li> </ul>	All Invigilators

Procedures for Leaving the Examination Hall	Responsibly
<ul style="list-style-type: none"> <li>Wait until the Lead Invigilator is satisfied that all materials have been collected in and the examination room is clear.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Tell pupils that they will be dismissed one row at a time. Remind them that they must remain silent until the bagged area, and to collect their bags and move outside as quickly as possible.</li> </ul>	SLT
<ul style="list-style-type: none"> <li>Pupils stand up, move to the right and tuck in their chair, then wait to be dismissed.</li> </ul>	SLT
<ul style="list-style-type: none"> <li>Pupils are asked to turn to the right and lead from the back out of the hall.</li> </ul>	SLT
Procedures for Completed Scripts	Responsibility
ACCESS ROOMS	Lead Invigilator



<ul style="list-style-type: none"> <li>Once all candidates have completed the exam, including late pupils and those with extra time, take the papers to the secure storage facility in the hall.</li> </ul>	
<ul style="list-style-type: none"> <li>Exam papers must then be checked against the attendance register and sorted into the register order.</li> <li>Check that candidates have used the correct centre number and candidate number on the front of their answer booklet and on any loose sheets.</li> <li>If a discrepancy is spotted, amend and sign the details on the front of the answer booklet</li> </ul>	<p>Invigilation Team</p> <p>Lead Invigilator</p>
<ul style="list-style-type: none"> <li>Ensure scripts from all candidates including those with special arrangements or individual rooms have been collected together.</li> </ul>	Invigilation team
<ul style="list-style-type: none"> <li>Check that there are enough plastic bags from the <b>correct examination board</b>.</li> </ul>	Invigilation team
<ul style="list-style-type: none"> <li>Package up the examination papers in the plastic envelopes.</li> <li>Ensure only one type of examination paper per plastic envelope e.g. not H&amp;F tier together.</li> <li>Attached the preaddressed label from the exam board.</li> <li>Secure the plastic envelope and take to Examinations Officer for dispatch AM, or for PM secure in the safe until the following morning.</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li>Complete the invigilator feedback sheet and return to MMC</li> </ul>	Lead Invigilator
<ul style="list-style-type: none"> <li><b>Ensure the safe is locked, the secure store is locked and keys returned to AHT - Examinations</b></li> </ul>	Lead Invigilator

### 7.11.11 End of the Day

Routine	Responsibility
<ul style="list-style-type: none"> <li>Exam papers organised for dispatch to boards for next working day.</li> <li>Texts sent to remind about exams and warm-ups the following day to all pupils in Yr11.</li> <li>Board at the front of school updated with location and time of warm-ups/revision sessions.</li> <li>Signs for relocations and cover checked for the following day / week.</li> <li>Any new signs put up.</li> </ul>	<p>Examinations Officer</p> <p>Site Manager</p>
<ul style="list-style-type: none"> <li>Check that the papers are ready for the next day and that the secure store and safe are then locked.</li> </ul>	Lead Invigilator



<ul style="list-style-type: none"> <li>Exam Evaluation completed from invigilator feedback, SLT feedback and any other feedback to include data on attendance, punct, attitude, uniform, behaviour in examination and tracking marginal gains, noise, etc. How and what to communicate to all staff / LT / HOD specifically?</li> </ul>	AHT
<ul style="list-style-type: none"> <li>Ensure any behavioural /pastoral issues are followed up e.g. slouching, head on desk, idleness, anxiety, punctuality. Pupils spoken to and parents contacted.</li> </ul>	AHT
<ul style="list-style-type: none"> <li>AHT send updates on key information to office for Sites, identify feedback for briefings.</li> <li>Spreadsheet of attendance and punctuality updated daily, lists of late/absent pupils, headline figure on sites and link to pupils' list.</li> <li>Behaviour, uniform, effectiveness of routines reported to staff in briefing weekly – Wednesday briefing.</li> <li>Feedback sought from HoDs after each exam and any specific issues communicated directly to HoD.</li> </ul>	AHT

### 7.11.12 Quality Assurance of Examinations

- SLT will be present at the beginning and end of each examination to ensure routines and procedures are followed correctly.
- Where warm-ups occur before an exam, a learning walk will be conducted by SLT to check the climate for learning is exemplary.
- Invigilators will monitor pupil conduct, work rate, as well as ambient conditions of external noise, CO2, humidity and temperature. The Lead Invigilator of each examination room will complete a written report for every examination and submit it to the AHT – Examinations, so that any issues can be picked up quickly.
- SLT will compile a daily written report on attendance, punctuality, pupil conduct and work ethic in warm-ups and examinations, equipment, including water bottles, and any other positives or negatives, and this will be fed into a daily SLT review. A summary of the feedback will be reported to all staff once a week in staff briefing during prolonged periods of examinations.



## 8. Use of Word Processors for Examinations

### 8.1 Introduction

- This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations](#).
- References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments* and ICE to JCQ *Instructions for conducting examinations*.

### 8.2 Purpose of the Policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

### 8.3 Principles for Using a Word Processor

Our Lady & St Bede Catholic Academy complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

#### (AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

#### (AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

#### (AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

#### (AA 4.2.4)





- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - in the classroom (where appropriate); or
  - working in small groups for reading and/or writing; or
  - literacy support lessons; or
  - literacy intervention strategies; and/or
  - in internal school tests/examinations
  - mock examinations.
- The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

## 8.4 The Use of a Word Processor

Our Lady & St Bede complies with AA chapter 5 *Access arrangements available as follows:*

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre.



- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).
  - (The above also extends to the use of electronic brailers and tablets).

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body).
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.



## 8.5 Word Processors and their Programmes

Our Lady & St. Bede complies with ICE 8.8 *Word processors* instructions by ensuring:

- Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable.
- Word processors have been cleared of any previously stored data, as must any portable storage medium used.
- An unauthorised memory stick is not permitted for use by a candidate.
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- Word processors are in good working order at the time of the examination.
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- Word processors are either connected to a printer so that a script can be printed off or have the facility to print from a portable storage medium.
- Documents are printed after the examination is over.
- Candidates are present to verify that the work printed is their own.
- Word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body).
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- Word processors are not used to perform skills which are being assessed.
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor.
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.



- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

## 8.6 Laptops and Tablets

Our Lady & St. Bede Catholic Academy further complies with ICE 8.8 instructions by ensuring:

- Tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'.
- The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- Candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points.
- Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- Candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- Candidates are instructed to appropriately number each page.
- Candidates are instructed to use a minimum 12pt font and double spacing.
- Invigilators remind candidates to save their work at regular intervals.
- Where it is possible 'autosave' is set up on each laptop/tablet.
- Candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

## 8.7 Accommodating Word Processors in Examinations

- Candidates using word processors (including laptops or tablets) are internally accommodated in a separate examination room.



- Separate invigilators will supervise the access room where pupils will use word processors.
- The IT Technician will be on hand at the beginning of each examination to support pupils logging in, accessing examination materials and software and ensure the word processors function correctly.

## 8.8 Criteria used to Allocate Word Processors for Examinations

*A member of the centre's Senior Leadership Team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations."*  
[AA 5.8]

The 'normal way of working' for exam candidates, as directed by the Headteacher, 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/speech recognition technology.

### **Awarding word processors**

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she 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.

Exceptions might 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

### **Allocating word processors**

Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the SENCo and the Examinations Officer. 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 published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.



## 9. Special Consideration

- Should a candidate be ill before an examination or piece of non-examined assessment, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Head of Year, Exams Officer, or the exam invigilator, to that effect.
- Head of Year 11, KS4 Safeguarding Lead and SENCO are responsible for keeping a log on the special consideration spreadsheet of any medical or other conditions which may impact negatively on a pupil within their care, on preparations for the examination, or performance during the examination or non-examined assessment.
- The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.
- The Head of Year, SENCO and KS4 Pastoral Lead should support with chasing up supporting evidence and storing copies securely on file.
- The Examinations Officer will oversee the application for Special considerations by the deadlines specified by JCQ for the examination series.

## 10 .Results

### 10.1 Collection of Results

- Candidates will receive individual result slips on results days, in person at the centre.
- Arrangements for the centre to be open on results days are made by the Headteacher.
- The provision of staff on results days is the responsibility of the Senior Leader.

### 10.2 Enquiries About Results

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.
- If a result is queried, the exams manager, teaching staff and Headteacher will investigate the feasibility of asking for a re-mark at the pupil's expense.

#### **Headteacher**

- 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.

#### **Curriculum 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 Examinations 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 Examinations Officer in collecting candidate consent where required.

### **Examinations 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.

## **10.3 Access to Scripts and Remarks**

- Before the examination series commences candidates will be informed by letter of the procedures for requesting access to scripts and remarks by submitting a request to the exams office email address.
- After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the written consent of pupils must be obtained.
- Centre staff will identify pupils who may benefit from a remark, these remarks will be paid for by the centre. The consent of pupils must be obtained, and it must be made clear to pupils that remarks may result in a decrease in marks.
- Pupils may request remarks but may be charged by the centre for submitting remarks on their behalf.

## **10.4 Certificates**

- Receiving and distributing examination certificates is the responsibility of the Examinations Officer.
- Pupils will be invited to a Presentation Evening to receive their collated certificates. If it is not possible to attend, then they will be stored for a year and pupils will be able to collect them from the school office, after this time any unclaimed certificates will be returned to the examination boards.



- Once these certificates are returned it is the responsibility of the pupil to contact the exam boards to apply for a certifying statement of results.
- Unclaimed certificates will be held for a period of 12 months and then will be destroyed.

## 11. Appeals

### 11.1 Responsibilities

- The Headteacher maintains overall responsibility for the appeals policy.
- Course Assessors, Lead Internal Verifiers and Heads of Department are responsible for the implementation of the policy.
- It is the responsibility of the school as an assessment centre, to make all pupils aware of the appeals procedure and give them access to a copy of the procedure.
- The Headteacher is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process.
- Written records of all appeals should be maintained by the School. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome.

It is the responsibility of teachers to:

- Provide assessment processes that are fair and meet the requirements of pupils and of the qualification.
- Provide pupils with a schedule of assessment.
- Provide accurate, timely and informative assessment feedback to inform pupils of their individual progress and tell them what they need to do to improve.
- Record assessment decisions regularly, accurately and systematically, using agreed documentation.
- Comply with the School and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision.
- Familiarise themselves and learners with the School Assessment Appeals procedure(s).
- Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification.
- Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the school and awarding body.
- Record internal standardisation, moderation and verification decisions, accurately and systematically using agreed documentation.
- Provide special arrangements for learners with learning difficulties and or disabilities, according to the regulations of the awarding body.





Internal verifiers are responsible for:

- Verifying assignment briefs prior to distribution to learners.
- Verifying a sample of assessment decisions.
- Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors.

It is the responsibility of the Examinations Officer

- To meet the deadlines for registering learners with the awarding body.
- To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners.
- To claim learners' certificates as soon as appropriate.
- To claim unit certification when a learner has not been able to complete the full programme of study.

It is the responsibility of the Quality Nominee

- To act as a conduit for information from awarding bodies to course teams, and to ensure standardisation of processes and documentation across the programmes.

## 11.2 Grounds for Appeal

- A pupil would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.
  - The work is not assessed according to the awarding body criteria or the criteria is ambiguous.
  - The final grade of the work does not match the awarding body criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
  - The internal verification procedure contradicts the assessment grades awarded.
  - There is evidence of preferential treatment towards other pupils.
  - The conduct of the assessment did not conform to the published requirements of the Awarding Body.
  - Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the school was aware of prior to the submission deadline.
  - Agreed deadlines were not observed by staff.
  - The current Assessment Plan was not adhered to.
  - The decision to reject coursework on the grounds of malpractice.



## 11.3 Formal Appeal Procedures

- If, after informal discussion with the Internal Verifier, the candidate wishes to make a formal appeal, the candidate must ask the Internal Verifier, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- The Headteacher with the Internal Verifier, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the Headteacher and the Internal Verifier will set a date for the Internal Verification Appeals Panel to meet.
- The Internal Verification Appeals Panel will normally meet after receipt of the appeal by the Internal Programme Verifier, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- The outcome of the appeal may be:
  - Confirmation of original decision.
  - A re-assessment by an independent assessor.
  - An opportunity to resubmit for assessment within a revised agreed timescale.
- Pupils additionally have a right to take an appeal to the examination board, subject to the outcome of the centre's investigation. If this route is chosen a cost can be implemented by the Examination Board.

## 12. Malpractice

### 12.1 Introduction

This procedure covers all courses at Our Lady & St. Bede Catholic Academy. Malpractice consists of the acts which undermine the integrity and validity of assessment, certification of qualification and/or damage the authority of those responsible to conducting the assessment and certification. Our Lady & St. Bede Catholic Academy does not tolerate actions (or attempted actions) of malpractice by staff or learners.

“Malpractice” means any act, default or practice which is in break of the regulations which:

- Compromises, attempts to compromise, or may compromise, the process of assessment/examinations, the integrity of any qualification or the validity of an examination result or certificate, including maladministration.
- Damages the authority, reputation or credibility of the awarding organisation or centre or any officer, employee or agent of any awarding organisation or centre.
- Involves a failure by a centre to investigate allegations of suspected malpractice in accordance with the requirements set out in this document also constitutes malpractice.



“Maladministration” specifically means any activity, neglect, default or other practice that results in a centre not complying with the specified requirements for delivery of the qualifications as set out in the awarding body specification guide

## 12.2 Accountability

- The Headteacher is responsible for dealing with alleged malpractice in the Centre and conducting investigations resulting from allegations of malpractice.
- The Head of Department / Curriculum Leader is responsible for ensuring that all staff are aware of the requirements of awarding bodies.
- The Curriculum Leader/Lead Internal Verifier is responsible for ensuring that assessment malpractice does not take place within the curriculum area or by the subject teachers.
- The Examinations Officer is responsible for ensuring that all records are maintained in accordance with awarding body regulations.

## Pupil Input

- Pupils may be involved in the investigation following alleged malpractice. If the pupil is under 19, their guardian must be informed.

## 12.3 Centre Malpractice

- This is malpractice committed by a member of staff or contractor (whether employed under a contract of employment or a contract for services) at a centre, or an individual appointed as an oral language modifier, a practical assistant, a prompter, a reader, a sign interpreter, or a scribe to a candidate.
- Some examples of staff malpractice are listed below. This list is not exhaustive.
  - Tampering with candidates' scripts or assessed work after collection.
  - Improper assistance to candidates in the production of assessed work.
  - Fabricating assessment and /or internal verification records or authentication statements.
  - Poor invigilation of candidates
  - Failing to keep assessment papers secure prior to assessment.
  - Failing to conduct a proper investigation into suspected malpractice'
  - Maladministration including fraudulent claims for credit and qualifications.

## 12.4 Pupil Malpractice

- This is malpractice committed by a pupil.
- Some examples of learner malpractice are listed below. This list is not exhaustive. Please also refer to 'Open Awards Plagiarism Policy'.
  - The introduction of unauthorised material into the assessment room e.g. calculators
  - Plagiarism



- Collusion
- The deliberate destruction of another's work
- Acting in a disruptive manner
- The inclusion of inappropriate, offensive or obscene material in assessment/examination tasks

## 12.5 Rights of the Accused Individual

- When an incident of suspected malpractice is reported to awarding bodies, or on receipt of a report from awarding bodies, an individual (whether a candidate or a member of staff) accused of malpractice must:
  - be informed (preferably in writing) of the allegation made against them
  - know what evidence there is to support that allegation
  - know the possible consequences should malpractice/maladministration be proven
  - have the opportunity to consider their response to the allegations (if required)
  - have an opportunity to submit a written statement
  - have an opportunity to seek advice and to provide a supplementary statement (if required)
  - be informed of the applicable appeals procedure, should a decision be made against them.

## 12.6 Procedures for Dealing with Malpractice

- This will involve the following stages:
  - The Allegation
  - Awarding Bodies' Response
  - The Investigation
  - The Report
  - The Decision
  - The Appeal

## 12.7 The Allegation

### 1. Suspected malpractice discovered by Examiners, Quality Reviewers and Verifiers

- Any suspicion of malpractice should be reported immediately to awarding bodies with full supporting evidence and an indication of which specification requirement(s) have been broken.



## 2. Suspected malpractice identified by the Centre

- The Head of a Centre must report any suspected malpractice/maladministration to awarding bodies.
- Malpractice in controlled assessment, discovered prior to the candidates signing the authentication declaration, should not be reported to awarding bodies, but should be dealt with in accordance with the centre's own internal procedures. Centres should not normally give credit for any work submitted which is not the candidate's own work, but if any assistance is given a note must be made of this on the work. If an assignment or portfolio submitted for internal assessment is rejected by the centre on the grounds of malpractice, candidates have the right to appeal against the decision, and this must be included in the centre's procedures.

## 3. Suspected Malpractice reported by Others

- Allegations of malpractice may be reported to awarding bodies by centre staff, candidates and other members of the public. Sometimes anonymous reports are received. If the reporting of malpractice by a member of staff or a candidate will cause difficulties for them in the centre, awarding bodies will protect the identity of the informant, if this is asked for when the report is made.
- Awarding bodies will require any reports made by telephone to be put in writing.
- When an awarding body receives a report of suspected malpractice from someone other than the Headteacher (including anonymous reports) it will evaluate the situation in the light of other available information, to see if there is a case to investigate further.

## 4. Whistleblowing

- Whistleblowing is a term used to refer to an individual who discloses information relating to malpractice, maladministration or wrongdoing and/or the covering up of malpractice, maladministration or wrongdoing. Whistleblowing is distinct from appeals, complaints and employment disputes.
- Awarding bodies would expect individuals to raise the concern(s) with the centre in the first instance, with a view to resolving through their own Malpractice/Maladministration and Complaints Policies.
- Examples of whistleblowing may include:
  - A worker for a centre making a disclosure about the centre's malpractice/maladministration.
  - a learner making a disclosure about a centre's malpractice/maladministration.



## 12.8 Investigating Alleged Teacher Malpractice

- The Headteacher will deal with awarding bodies directly.
- It is the responsibility of the Headteacher or a nominee to carry out an investigation into allegations of malpractice by staff.
- The alleged incident must be reported to the Awarding Body. If the malpractice is suspected, the Centre must make the accused fully aware in writing at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- The Centre must give the accused the opportunity to respond in writing to the allegations made. Avenues for appeal should also be made available.

### Action by the Centre

- The Centre will take the most appropriate course of action depending on the outcome of the malpractice investigation. This may be staff training or specific support.

### Appeals

- Appeals will follow the same format as that laid out under the Staff Disciplinary and Capability Procedure.

## 12.9 Investigating Alleged Pupil Malpractice

- The Headteacher will deal with awarding bodies directly.
- It is the responsibility of Head of Department / Curriculum Leader or their nominee to carry out investigation into allegations of malpractice by learners
- The alleged incident must be reported to the awarding body.
- If the malpractice is suspected, the Centre must make the accused fully aware in writing at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- If the learner is under 19, the learner's guardian must be informed.
- The Centre must give the accused the opportunity to respond in writing to the allegations made. Avenues for appeal should also be made available.

### Sanction by the Centre

- Where necessary, the Centre will refer incidents of learner malpractice to the Pupil Behaviour and Disciplinary Procedure. Penalties could include: loss of marks/grade, no marks/grade given or withdrawal from the programme.

### Appeals

- The appeal will follow the same format as the Internal Appeals Procedure.

## 12.10 Artificial Intelligence

### Misuse of Artificial Intelligence in NEAs

- Students must make sure that work submitted for assessment is demonstrably their own.



- If sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and the student must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore they will not be rewarded.
- If teachers have doubts that the authenticity of student work submitted for assessment, and if the use of AI has not been properly acknowledged, they must investigate and take appropriate action.

### **Monitoring of AI use**

In order to reduce the risk of plagiarism and inappropriate use of AI the class teacher will:

- Explain the importance to all students of submitting their own independent work for assessments.
- Ensure that students are clear about how to reference the use of technology and websites appropriately.
- Ensure they are familiar with AI tools, their risks and the available AI detection tools.
- Reinforce to students the importance of their declaration when they confirm that the work they submit is their own and the consequences of a false declaration
- Set reasonable deadlines for the submission of work and provide reminders.
- Where appropriate, ensure that a sufficient proportion of the work is completed under direct supervision to allow the teacher to authenticate the student's work with confidence.
- Examine intermediate stages in the production of work to ensure that there is a natural continuation of earlier stages
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material.
- It may occasionally be necessary to engage the student in a short verbal discussion about their work to ascertain that they understand it and it reflects their own independent work.
- Not accept, without further investigation, any work that they suspect may have been generated without proper acknowledgement

### **Identifying misuse:**

- Teachers and leaders will use a wide range of approaches to review work.
- These include comparing the assessment material with work previously created by the student. Further examples of what to look for can be found on page 10 of the aforementioned JCQ guidance.
- If the teacher suspects malpractice, then the piece of work in question must be submitted to the Exams Officer who will investigate these concerns.

### **Use of AI in Exams**

- We will not use AI in any exam without prior written approval from the JCQ. All AI-based assistance and software will be subject to the regulations laid out by the JCQ.
- AI-based assistance or software may only be used if it is authorised by the JCQ and is used in accordance with the regulations.

### **Reporting of Non-Compliance**



- Any staff member who identifies any AI-based activities or software that is or may be in violation of the JCQ regulations must report the activity or software immediately to the Exams Officer.
- Any students who are found to be in violation of the AI policy will be subject to disciplinary action as per Malpractice section of this Policy.

**If AI misuse is identified the consequences may include, but are not limited to:**

- Invalidation of the NEA in question
- A failing grade for the NEA or the entire course

## 13. Whistle-blowing

### 13.1 Introduction

Whistleblowing at Our Lady & St. Bede Catholic Academy is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations. The head of centre and governing board at Our Lady & St. Bede Catholic Academy aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and Pupils to be aware of and report practices that could compromise the integrity and security of examinations. In compliance with section 5.11 of the JCQ's General Regulations for Approved Centres<sup>1</sup>, Our Lady & St. Bede Catholic Academy will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place.
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice: Policies and Procedures and provide such information and advice as the awarding body may reasonably require.

This policy requirement has been added within General Regulations for Approved Centres in response to the recommendations within the report of the Independent Commission on Examination Malpractice. This policy sets out the whistleblowing procedures at Our Lady & St. Bede Catholic Academy. This policy also sets out the principles which allow members of centre staff and Pupils to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

### 13.2 Purpose of the policy

This policy:

- Encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals.
- Identifies how to report concerns.
- Explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes.





- Provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators.
- Includes a commitment to do everything reasonable to protect the reporter's identity, if requested.
- Sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Our Lady & St. Bede Catholic Academy fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

### 13.3 The Whistle-blower

A whistle-blower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest. If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

### 13.4 Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with [insert who (job role/title) as example, the member of the senior leadership team with oversight of examination administration]. However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

### 13.5 Examples of malpractice

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies.
- A security breach of the examination paper. 1 Reference [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/) 2 Reference [www.jcq.org.uk/exams-office/malpractice/](http://www.jcq.org.uk/exams-office/malpractice/) Reference [www.jcq.org.uk/examination-system/imc-home/](http://www.jcq.org.uk/examination-system/imc-home/)
- Conduct of centre staff which undermines the integrity of the examination.
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field').
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning).
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations).
- Other conduct which may be interpreted as malpractice/maladministration.



### 13.6 Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)<sup>5</sup> offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it.

Alternatively, a worker could consider making a disclosure to Ofqual as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

### 13.7 Anonymity

In some circumstances, the whistle-blower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistle-blowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistle-blower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistle-blower.

### 13.8 Pupils

Pupils at Our Lady & St. Bede Catholic Academy are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to Pupils who are undertaking, or who are about to undertake, their courses of study.



## 14. Conflict of Interest

### 14.1 Introduction

- The Conflict of Interest process is designed to protect the integrity of the examinations system, and also helps to ensure that staff members at schools and colleges are protected if there is an allegation of malpractice due to a perceived, or real, personal interest.
- Full details JCQ General Regulations on conflict of Interest can be found in the Approved Centres Booklet on page 11, section 5.3 (d) which should be read in addition to this guidance.

### 14.2 Responsibilities

#### **Headteacher**

- The Headteacher is responsible for managing the Conflict of Interest process. The JCQ regulations explain what must be reported to the awarding bodies, and what information must be kept on record at the school/college.

#### **Senior Leadership Team**

- It is the responsibility of the Senior Leadership Team to manage any conflicts of interest identified within the centre to maintain the integrity of external assessments.

#### **Examinations Officer**

- The Examination officer will produce a Conflict of Interest form in accordance with the JCQ regulations, accessible via sites each academic year and ensure that all staff complete the Conflict of Interest declaration.

#### **Teaching Staff**

- All centre staff involved in supporting or preparing pupils for external examinations or involved in the administration of external examination must complete the Conflict of Interest declaration every academic year and declare any potential conflict of interests or confirm there are no conflict of interests.

### 14.3 Reporting

- The Examinations Officer will collect information about conflicts of interests at the centre and report any conflicts of interest to the awarding bodies.
- Awarding bodies must be informed about conflicts of interests before the published deadline for entries.



- The school must report to the examination board details of any members of staff who are:
  - Taking qualifications which include internally assessed components/units.
  - Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. children) for qualifications which include internally assessed components/units.
  - Entering members of staff for qualifications at their own school/college should be a last resort, when the individual has been unable to find an alternative. In this case the Headteacher must ensure that:
    - The usual protocols are in place to prevent the staff member from accessing exam materials prior to the exam, and that other staff understand the importance of maintaining the integrity and confidentiality of the exam materials.
    - The member of staff does not receive any preferential treatment.

#### 14.4 Keeping Records

- The Headteacher is responsible for ensuring that their school maintains clear records of all instances where:
  - Examinations office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. children) being entered for examinations and assessments either at the school itself or other centres.
  - School staff are taking qualifications at their centre which do not include internally assessed components/units.
  - School staff are taking qualifications at other centres.
- These records must:
  - Include details of the measures which have been put in place to mitigate any potential risk to the integrity of the affected qualifications.
  - Be available for inspection by a visiting JCQ Centre Inspector and/or awarding body staff.
  - Be available, if requested, in the event of concerns being reported to an awarding body.
  - Be kept until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed (whichever is later).



## 15 Examination Contingency Plans

### 15.1 Key Staff Involved in Contingency Planning

Role	Name(s)
Headteacher	<b>Mo Wilkinson</b>
Examinations Officer Line Manager (Senior Leader)	<b>James Race</b>
Examinations Officer	<b>Joshua Gilraine</b>
SENCO	<b>Alex Glover</b>
Director of Quality of Education	<b>Rachel Jarvis</b>
Deputy Head Pastoral	<b>David Pinnock</b>
EMS Manager	<b>Lindsey Seaman</b>
Business Manager	<b>Jessica Dillon</b>

### 15.2 Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the examination process. By outlining actions/procedures to be invoked in case of disruption, it is intended to mitigate the impact these disruptions have on our examinations process.

Alongside internal processes, this plan is informed by the **Ofqual** Exam system contingency plan and the **JCQ** Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

This plan also ensures that Our Lady & St. Bede Catholic Academy is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2020-21).



## 15.3 Possible Causes of Disruption to the Examination Process

### 15.3.1 Exam officer extended absence at key points in the exam process (cycle)

#### 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.
- Sufficient invigilators not recruited.
- Invigilators not trained or updated on changes to instructions for conducting exams.
- Invigilation schedules not prepared.

#### Entries

- Awarding bodies not being 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.
- Awarding body entry deadlines missed or late or other penalty fees being incurred.

#### Pre-Exams

- Invigilators not trained or updated on changes to instructions for conducting exams.
- Exam timetabling, rooming allocation and invigilation schedules not prepared.
- Candidates not briefed on exam timetables and awarding body information for candidates.
- Confidential 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.

#### Exam Time

- Exams/assessments not taken under the conditions prescribed by awarding bodies.
- Required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration.
- Candidates' scripts not dispatched as required for marking to awarding bodies.

#### Results and Post-Results

- Access to examination results affecting the distribution of results to candidates.
- The facilitation of the post-results services.



### Actions to mitigate the impact of the disruption

- The effective delivery of the above processes in the examinations cycle are the responsibility of the Senior Leader with responsibility for Examinations.
- Where another appropriate member of staff cannot be assigned to the role of the Examinations Officer the Senior Leader with responsibility for Examinations will assume the role of Examinations Officer until a new Examinations Officer can be appointed or the current Examinations Officer returns. The Senior Leader with responsibility for Examinations may delegate tasks or aspects of the role to other appropriate members of staff as required.
- Support may also be sourced from the Trust Examination Officer at Carmel School and ONEIT under the coordination of the Senior Leader responsible for examinations.
- In the event the Examinations Officer is not in post the Senior Leader responsible for examinations must:
  - Inform the JCQ National Centre Number Registration by sending a letter on school headed paper explaining the change in role to [ncn@ocr.org.uk](mailto:ncn@ocr.org.uk).
  - The Senior Leader responsible for examinations should then also contact the examination boards directly to inform them of the change.
- The Senior Leader with responsibility for examinations will need to ensure that they, or the person assuming the role of Examinations Officer, has the correct access and administrator permissions on the examination board secure area, access to the examinations' module on SIMS and A2C.

### 15.3.2 SENCo extended absence at key points in the exam cycle

#### 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.
- Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010.
- Evidence of need and evidence to support normal way of working not collated.

#### Pre-exams

- Approval for access arrangements not applied for to the awarding body.
- Centre-delegated arrangements not put in place.
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline.

#### Exam time

- Staff (facilitators) providing support to access arrangement candidates not allocated and trained.



- Access arrangement candidate support not arranged for exam rooms.

#### Actions to mitigate the impact of the disruption

- Where another appropriate member of staff cannot be assigned to the role of the SENCo the Senior Leader responsible for Pastoral Care will assume the SENCo role, including contact with external agencies until a new SENCo can be appointed or the current SENCo returns. The Senior Leader with responsibility for Pastoral Care may delegate tasks or aspects of the role to other appropriate members of staff as required.
- Support may also be sourced from other trained SENCos within the trust to assess access arrangements, quality assure and sign-off assessment evidence, documentation and applications for access arrangements.
- Examinations Officer to coordinate completion of applications for modified papers and access arrangements to ensure that JCQ / examination board deadlines are met working with the Senior Leader with responsibilities for Examinations, Senior Leader with responsibilities for Pastoral Care and other SENCos from within the trust.
- EMS Manager will plan the deployment of learning support staff to facilitate access arrangements for pupils such as readers, scribes, and invigilation for vulnerable pupils with SEND.
- The Examinations Officer will oversee the recruitment, training, timetabling and rooming or invigilation staff.

#### 15.3.3 Head of Department / Curriculum Leader extended absence at key points in the exam cycle

##### Criteria for implementation of the plan

##### *Key tasks not undertaken including:*

- *Early/estimated entry information not provided to the Examinations Officer on time; resulting in pre-release information not being received.*
- *Final entry information not provided to the Examinations Officer on time; resulting in candidates not being entered for examinations or being entered late incurring penalty fees charged by awarding bodies.*
- *Non-examination assessment tasks not set/issued/taken by candidates as scheduled.*
- *Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and, therefore, not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking.*
- *Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines.*

#### Actions to mitigate the impact of the disruption





- In the absence of a Head of Department to coordinate the collection, checking and return of key examination data, the Second in Department will assume responsibility; if there is no Second in Department then the Deputy Headteacher with responsibilities for Teaching and Learning will identify a senior teacher within the department to coordinate the work of the department and the Senior Leader with responsibilities for Examinations will work closely with this teacher to ensure the required departmental tasks for the collection and submission of examination data are processed within the required timescales.

#### 15.3.4 Invigilators - lack of appropriately trained invigilators or invigilator absence

##### Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams.
- Invigilator shortage on peak exam days.
- Invigilator absence on the day of an exam.

##### Actions to mitigate the impact of the disruption

- In advance of the examination series Senior Leader with responsibility for Examinations to advise Headteacher if additional recruitment of invigilators is required.
- There is a wide pool of support staff, teaching assistants and cover supervisors within school whom the Senior Leader with responsibility for Examinations may draw upon to support with examinations.
- Senior Leader with responsibility for Examinations to ensure that staff who may be called upon to support with examinations have the required training and experience.
- Senior Leader with responsibility for Examinations to plan the most efficient deployment of invigilation staff ensuring that JCQ standards are met.
- Where required Senior Leader with responsibility for Examinations can work with external agencies to provide supply staff for exam invigilation.

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

##### Criteria for implementation of the plan

- Examinations Officer unable to identify sufficient/appropriate rooms during exams timetable planning.
- Insufficient rooms available on peak exam days.
- Main examination venues unavailable due to an unexpected incident at exam time.

##### Actions to mitigate the impact of the disruption

- Senior Leader with responsibility for Examinations to liaise with Examinations Officer to ensure no disruption due to room shortages.



- Examinations Officer is responsible for ensuring planning of rooms is completed by the end of the spring term to identify any rooming issues.
- The Sports Hall is the main examinations venue, if this is unavailable then St Bede's Hall and the Gymnasium will be used as back up venues.
- The Headteacher will work with site staff, the Trust and external agencies to bring the examination halls back into a safe and usable condition as quickly as possible.
- If both the Sports Hall, St Bede's Hall and/or Gymnasium are unusable then St Mary's Hall and other rooms within the school would be used. Since St Mary's Hall is used as the dining hall, alternative catering arrangements will be put in place by the Headteacher. If the school has three main halls in an unusable condition it may not be possible to accommodate all pupils in school. The Headteacher will decide whether other year groups / pupils may need to be educated remotely to prioritise keeping the school open for pupils sitting external examinations.
- Where it is identified in advance of the examination series that the school would not have any safe useable spaces to hold examinations, the Headteacher will work with other Trust schools, local schools, colleges, and the council to identify other suitable venues or centres in which our pupils could sit examinations. The Examinations Officer will contact JCQ and examination boards and apply for consortium arrangements. The Senior Leader responsible for Examinations will organise the logistics of implementing the arrangements identified by the Headteacher.
- In the event that the planned examination room is suddenly rendered inoperable during a live examination series, the Senior Leader for Examinations, Deputy Headteacher and Senior Leader with responsibility for Pastoral Care will ensure that all pupils sitting the examination were held in a safe, secure area and are unable to communicate or access mobile electronic devices. The Senior Leader with responsibilities for Examinations, Examinations Officer and Headteacher will coordinate relocating the examination to another area within school.
- The Examinations Officer will inform the board immediately of any situation which will cause disruption to an examination and follow all advice given by the examination board.
- In the event of disruption to an examination due to rooming, the Examinations Officer will apply to the examination board for special consideration for any affected pupils.
- The Headteacher will coordinate the communication with stakeholders, such as parents, pupils and examination boards, of any incidents which result in disruption or possible disruption to pupils sitting external examinations.

### 15.3.6 Failure of IT Systems

#### Criteria for implementation of the plan

- MIS system failure at final entry deadline.
- MIS system failure during exams preparation.
- MIS system failure at results release time.
- Failure of computer systems for used for access arrangements such as electronic readers and word processors.



- Failure of audio systems during MFL and Music Examinations.
- Failure of access to specialised computer software for 3d Design and Photography Examinations.
- Failure of electronic clock in the examination room.

#### Actions to mitigate the impact of the disruption

- Examinations Officer to ensure that all entries are submitted ahead of the final examination board deadlines.
- Examinations Officer to contact ONE IT to support with any significant failures of MIS.
- Hard copies of all key examination documentation, such as entry lists, examination timetables, seating plans, invigilation rotas to be kept in the examinations file.
- In the event of an IT failure affecting the release of results, support would be available from the Trust Helpdesk, Trust Data Manager and ONE IT to mitigate the problem.
- Before examinations begin and on the morning of each examination, the Examinations Officer and IT Technicians will test the IT systems and equipment to ensure they are working correctly.
- There are three computer rooms in school alongside three further rooms in DT, Music and Drama that have small number of computers in. Should a failure of It affect pupils with access arrangements the Examinations Officer will work with the IT Technician to arrange alternative IT provision.
- All examinations will be started by a member of the Senior Leadership Team with one assigned main examination hall and another to the access arrangements. The member of Senior Leadership responsible for starting the exam will coordinate the response to any IT issues or otherwise that may disrupt the start of an examination.
- The IT Technician, Examinations Officer, SENCo will be available at the beginning of each exam requiring IT systems or equipment to support with any minor issues that occur.
- In the event of a system wide failure, such as a network failure or power cut, electronic readers will be replaced by reader pens or invigilators / support staff may be brought in as additional readers. Alternative machines and battery powered laptops will be available for pupils using word processors.
- If, for any reason, a pupil's exam was disrupted by an IT failure or they were unable to receive their full entitlement to access arrangements, the examinations officer will inform the examination board and apply for special consideration.
- For exams requiring Audio such as Music and MFL, a back-up system will be in the hall, such as a CD player and amplifier.
- Practical examinations requiring access to specialist software, such as 3D Design or Photography, can be held at a time determined by the school before the examination board deadline to submit marks. Should an IT failure affect the examinations a Trust IT technician will be on hand to solve most minor problems. In the event of a catastrophic IT



failure, the exam could be paused, postponed and rearranged until the issue is fixed. The Examinations Officer will notify the board of any disruption to the examination.

- The start time and end time for all examinations will be noted by the Lead Invigilator on the digital clock. All examination rooms will have both a digital and an analogue clock. The Lead Invigilator will ensure that the clocks are synchronised. Should the digital clock fail the analogue clock will be used.

### 15.3.7 Disruption to Teaching time in the lead up to External Examinations

#### Criteria for implementation of the plan

- The school is closed or candidates are unable to attend for an extended period during normal teaching time, interrupting the provision of normal teaching and learning.

#### Actions to mitigate the impact of the disruption

- Pupils will be educated at home during any periods of school closure in accordance with the Remote Learning Policy.
- When reducing the number of pupils in school or during a phased return of pupils, those in examinations years will be the last to go and first to return.
- Examinations Officer will inform examination boards and apply for special consideration.
- Headteacher will coordinate communication with all stakeholders.

### 15.3.8 Centre unable to open as normal during the exams period

#### Criteria for implementation of the plan

- School unable to open as normal for scheduled examinations.

#### Actions to mitigate the impact of the disruption

- Headteacher following advice of local health authorities where applicable will make the decision to close the school.
- Where possible partial closures of the school may be used to keep the school open for pupils sitting external examinations. All current health and safety guidelines will be followed in accordance with the school's risk assessment.
- If it is safe to do so the Headteacher will arrange for candidates to sit examinations at an alternative Trust school or other appropriate public building.
- Headteacher to coordinate communication with all stakeholders.
- Examinations Officer to notify the examination boards and apply for Centre Consortium arrangements.
- Examinations Officer to offer candidates opportunity to sit examinations missed at the next available series.



- Examinations Officer to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

### 15.3.9 Candidates unable to take examinations because of a crisis – centre remains open

#### Criteria for implementation of the plan

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

#### Actions to mitigate the impact of the disruption

- Examinations Officer to liaise with candidates to identify whether examinations can be sat at alternative venue, in agreement with the relevant awarding bodies.
- Examinations Officer to offer candidates opportunity to sit examinations missed at the next available series.
- Examinations Officer to apply to awarding organisations for special consideration.

### 15.3.10 Examinations disrupted because of a crisis

#### Criteria for implementation of the plan

- Crisis causing disruption to an examination or preventing it from taking place such as unreasonable noise disruption, fire/bomb/flood/terror alert during an examination.

#### Actions to mitigate the impact of the disruption

- In the event of an emergency alarm, or severe disruption, in an externally set examination, invigilators will stop the examination, tell the candidates to close their papers, make a note of the time and summon help from the Deputy Headteacher and Senior Leader with responsibility for Examinations.
- Two Senior Leaders are timetabled to support every examination, one for the main hall and the other for the access arrangements. In the event of an alarm or crisis, the Senior Leader will report to their examinations hall along with the Examinations Officer and SENCo, if safe to do so. Pupils will remain at their desks in silence until directed by the Senior Leader responsible to either restart their examination or evacuate the examination hall.
- If an evacuation of the hall is required, it will be done in accordance with the Whole School Emergency Evacuation Procedures, outlined in the School Handbook. Where possible and safe to do so, pupils sitting examinations will be evacuated to a separate, contained or distanced location from other pupils and examination conditions maintained.
- If it is not safe for Senior Leaders to go to the examination hall, they will contact the Lead Invigilator for the room via phone and provide instructions.
- The Examinations Officer will notify the examination board of any disruption to the examination and apply for special consideration.



### 15.3.11 Disruption in the distribution of examination papers

#### Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations.

#### Actions to mitigate the impact of the disruption

- Examinations Officer to communicate with awarding organisations to organise alternative delivery of papers.
- Arrange with exam boards for alternative means of receiving papers, either electronically or alternative courier.
- Examinations Officer to ensure papers are kept securely until needed.
- Awarding organisations provide electronic access to examination papers via a secure external network, or fax examination papers to centres if electronic transfer is not possible.

### 15.3.12 Disruption to the transportation of completed examination scripts

#### Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

#### Actions to mitigate the impact of the disruption

- Examinations Officer to seek advice from awarding bodies.
- Examinations Officer to ensure secure storage of completed examination papers until collections.

### 15.3.13 Assessment evidence is not available to be marked

#### Criteria for implementation of the plan

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

#### Actions to mitigate the impact of the disruption

- Examinations Officer to request awarding bodies to generate candidate marks for affected assessments, based on other appropriate evidence of candidate achievements defined by the awarding body.



### 15.3.14 Centre unable to distribute results as normal

#### Criteria for implementation of the plan

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

#### Actions to mitigate the impact of the disruption

- Examinations Officer and Headteacher to assess the possible alternative arrangements for issuing results with the regulators.
- Headteacher to inform pupils and parents about delay as soon as possible.

## 15.4 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-contingencyplan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-otherassessments-are-seriously-disrupted> 6

**GOV.UK** Emergencies and severe weather: schools and early years settings:  
<https://www.gov.uk/emergenciesand-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-weatherconditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning:  
<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatchof-exam-scripts-guide>

**JCQ 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-forconducting-examinations>

Guidance on access arrangements and special consideration:  
<http://www.jcq.org.uk/examsoffice/access-arrangements-and-special-consideration>