



Poole High School

VALUED • INSPIRED • EMPOWERED

EXAMINATION POLICY

**(Incorporating Non Examination Assessment,
Exams Contingency Plan, Word Processor
policy)**

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|-----------------------|----------------|----------------------------|-----------|
| Staff Link: | Mr P. Gray | Date: | July 2019 |
| Governor Link: | Mr. M. Beesley | Next Review: | July 2020 |
| | | Subsequent Reviews: | Annually |

Public examinations provide vital summative assessment, generally at the end of a key stage. This assessment gives information to students, parents, other educational institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end, the school participates willingly in the administration of these examinations in the best interests of the students and the school, and if the conditions set out below in this policy are met in full, the school will meet the cost for entry and all delegated administrative matters leading to final certification.

In addition to external examinations, other internally set and marked examinations may take place at other stages in a student's progress through school, in order both to prepare for public examinations and to check student learning.

Policy

The procedures set out below ensure that:

- The exam system in school combines entitlement with flexibility.
- Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent.
- Students undertake examinations knowing what is expected of them in terms of preparation and behaviour.
- Students and parents are guided and informed about decisions on levels of entry or withdrawal from exams. These decisions are taken with students and parents fully understanding the implications for careers or future education.
- Staff understand fully their obligations and responsibilities regarding examinations.
- The school meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service.
- Accurate examination data is available to inform target setting.

External examinations

For the examination system to run efficiently key people must take on responsibility for various tasks:

- The Head Teacher has overall responsibility for the school as an examination centre.
- The designated Assistant Headteacher is responsible for the provision of learning and therefore the opportunities for external validation of courses followed at key stage 4.
- The Head of Sixth Form is responsible for the provision of learning in the Sixth Form and therefore the opportunities for external validation of courses followed at key stage 5.

- The designated Deputy Headteacher is responsible for overseeing the work of the Examinations Officer and providing support whenever necessary. If the Exam Officer is absent, the Assistant Examinations Officer will take over the day-to-day running of the exams.
- The Exams Officer is responsible for administration of entries, relevant paperwork, organisation of examination sessions and examination data (see Job Description for full details).
- Heads of Department should offer guidance and advice to students who are unsure about examination entries and are responsible, in consultation with class teachers, for entering pupils for the correct papers or combination of papers, based upon historical evidence of performance. The student's performance in assessments devised by the department will determine the level of entry. The case for non-entry must be evidence based and agreed by the designated Assistant Head.
- Entries must be made by the relevant dates to avoid the school incurring unnecessary charges.
- Administrative staff will offer support for the input of data, communication with the examination boards, posting of examination papers and the post results procedures.
- Classroom teachers are responsible for supplying accurate information to Heads of Department as to the appropriate levels of entry for exams.
- Invigilators are responsible for the smooth running of the exam sessions and report directly to the Exam Officer.
- The SENCO is responsible for liaising with the Assistant Exams Officer about arrangements for candidates with Special Needs.

Procedures

Entries

Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent. They undertake examinations knowing what is expected of them in terms of preparation and behaviour. Students and parents are guided and informed about decisions on levels of entry or withdrawal from exams. These decisions are taken with students and parents fully understanding the implications for careers or future education.

Entry and examinations fees for subjects which students take on the recommendation of the school are paid for by the Governors under the following circumstances:

1. Most students will sit one or more GCSE subjects at the age of 15 or 16 and the majority will sit between eight and ten subjects and some may be offered more if, in the opinion of the school, they have the capacity to do so and sufficient course options are available.
2. Controlled assignments are an essential component of many courses and all students are expected to complete them by the dates required. In exceptional circumstances, the Headteacher may exercise discretion by not entering a candidate for one or more GCSE subjects if there is evidence that a student is unwilling or unable to fulfil assessments.
3. Students will not generally resit GCSE examinations unless particular qualifications are urgently required. The Headteacher has the right to veto any individual application for a resit but the parent may then seek a private entry if appropriate.
4. In the Sixth Form a range of courses is available including GCSE English and Maths resit. GCSE English and Maths resits will be free of charge. The student or parents will pay for all GCSE resits.

All examinations will be conducted according to the rules laid down by the exam boards and JCQ. Any malpractice will be reported to the exam board and parents advised that this has happened by either the Headteacher, Examinations Officer or Head of Year. Parents will be advised of the outcome by the school.

Any late withdrawals/alterations/entries except in exceptional circumstances will be charged to the department.

If, once entered for an examination, a student fails to complete any component of the examination, or fails to present himself/herself for the examination, then the parents/guardian will be asked to pay the entry fee for the subject(s). Medical evidence must be provided if requested by the school/exam board.

If a candidate wishes to enter for a specific tier of the examination against the advice of their teacher or the Head of Department then the candidate will be expected to pay the examination fee.

Year 12 and 13

The Policy agreed in school states:

Re-sit decisions will be made in consultation with the student, subject teacher/Head of Department and exam officer.

Fees

Students/students are able to re-sit modules in order to improve their grades, but it should be noted the students and their parents are responsible for paying the exam entry fee, which covers exam board charges for, re-sits.

External exams - Procedure to verify the identity of students

External Students

The school does not accept external candidates so identification is not applicable.

Internal Students

KS4 candidates are identified by SLT and HoDs prior to going into the exam.

In the exam rooms invigilators have a folder of photographs if in doubt of the candidate's ID. Students with access arrangements are identified by LSAs.

KS5 candidates have photo ID, which must be worn at all, times whilst on school premises. Students not wearing them for exams have to produce photo ID e.g. driving licence.

The Exam Officer is responsible for the organisation and conduct of all external exams.

1. Final confirmation of entry numbers and levels will be made with the Head of Department.
2. All exam papers will be counted in by the Exam Officer and locked securely away.
3. No exam papers can be removed from the exam room before the end of a session.
4. All exams will be conducted according to the rules laid down by the JCQ and within the start and finish times determined by them.
5. Any misconduct or irregularity must be reported to the Exam Officer as soon as possible, who will then inform the exam board concerned.
6. In the absence of the Exam Officer or delegated representative at the end of any exam, papers will be collected and taken to the office for safe storage.

7. Students will not be allowed to leave an exam unless their paper has been picked up and secured by an invigilator.
8. After the release of results, Heads of Department may request the return of papers or a re-mark at the school's expense. If a student requests this service, he/she will be charged personally.

Non-entry

It is assumed that all departments monitor the progress of their students and that remedial action will have taken place before the following steps would be deemed necessary:

- If there is any danger that a student may not achieve the standard justifying entry, a letter MUST be sent home as soon as possible. Only the Head of Department can send this letter after consultation with the relevant Assistant Head Teacher.

Copies of this letter must be kept by the Head of House in the student's file. A further copy should be forwarded to the Exams Officer.

- If it is felt necessary to withdraw a student from an exam the same procedure must be followed as for non-entry.
- Staff are advised that it is very difficult to allow the non-entry/withdrawal of a student if reports do not provide sufficient evidence of unsatisfactory progress.
- Staff should also be aware that the school's policy is for all students taking a course to be entered for examinations even if this has an adverse effect on overall pass rates.

Coursework / Controlled Conditions Assignments

It is the responsibility of each department to ensure all controlled assessments/coursework is despatched at the correct time. The Head of Department may liaise with the Exam Officer if necessary.

Coursework will be despatched in accordance with Awarding Bodies instructions, e.g. first class with certificate of posting.

Invigilation

The Exam officer will ensure that each exam session has an appropriate number of invigilators who are fully aware of their responsibilities and duties. Invigilators must not take any work into the exam venue but give full attention to the conduct of the examination.

Results

When results are published, appropriate staff will distribute results, be available to give guidance to students and prepare data for publication and monitoring purposes.

Members of the administrative staff will support this service.

On the day prior to results being issued to candidates, **designated staff only (these will be nominated by the Headteacher and the Exams Officer notified)** will have access to the results electronically.

Access Arrangements

The SENCO must ensure that the Assistant Exams Officer has all information needed on each candidate with special needs. The Assistant Exams Officer will ensure requests for Access Arrangements are sent to the various boards and process the replies. In the case of students with specific learning difficulties arrangements can be made as follows:

- Extra time in examinations
- Rest periods
- A reader
- A scribe
- Modified papers
- Separate room/invigilator
- Use of a word processor/printing facility
- Use of coloured overlays
- Prompt

In exceptional cases special arrangements can also be made for students to take their examinations outside school e.g. phobic students, seriously ill or hospitalised students. In these cases invigilation/examination rules must be adhered to.

Appeals Procedure

An appeals procedure exists concerning internal assessments conducted by this Centre, which are submitted to Awarding Bodies contributing to GCSE and GCE awards. The following points apply:

1. A written appeals procedure is available to all candidates undertaking Public Examinations.
2. All candidates are informed that an appeals procedure, which relates to decisions taken about internal assessments, exists at this Centre.
3. The designated member of staff responsible for the management of internal appeals is the designated Deputy Headteacher. She/He is also responsible for the dissemination of the procedures concerning an appeal. The Headteacher will be informed of the existence and the outcome of all internal appeals.
4. The Head of Department of the subject concerned and the designated Deputy Headteacher will consider each appeal.
5. During the course of an appeal, a candidate may be supported in the presentation of his/her case by a parent, guardian or a friend.
6. A written record of all appeals will be held at the Centre and will include the outcome of the appeal and the reasons for the decision taken. A copy will be sent to the candidate.
7. Candidates will be able to have access to the following:-
 - a. the marks awarded by the Centre for an internal assessment;
 - b. all comments made by the Centre relating to this assessed work;

Internal examinations

The exact nature of summative assessment in each subject will be determined ultimately by the Head of Department within the rationale and purposes of this policy and other related policies. The Exam Officer will help co-ordinate written examinations in KS3 and Year 10 to ensure an even distribution of testing across the allotted time span.

Heads of Department are responsible for setting papers of an appropriate level and ensuring papers are copied and with the Exam Officer by the specified time.

All staff must ensure they read fully the guidelines issued to them prior to the exam period and must carry out their duties efficiently and effectively.

Post results enquiries procedure

Following the issue of results, the general qualification awarding bodies offer post-results services. Full details of these services, internal deadlines for requesting a service and fees charged will be provided by the exams officer with the candidates' results and also on the school web page.

The service, enquiries about results (EARs), may be requested by Heads of Department or candidates (or their parents/guardians/carers) if there are reasonable grounds for believing there has been an error in marking. If a query is raised by the Head of Department the payment will be made out of Departmental funds.

When Poole High School does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body by the Examinations Officer on receipt of payment on the candidate's behalf. When payment is made through WisePay, the receipt will need to be shown as evidence.

If the candidate (or their parent/guardian/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the **internal appeals form** at least **one week prior to** the internal deadline for submitting an EAR.

Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

Appeals procedure against centre decisions not to support an enquiry about results

Following the issue of results, the general qualification awarding bodies offer post-results services. Full details of these services, internal deadlines for requesting a service and fees charged will be provided by the exams officer.

Appeals procedure following the outcome of an enquiry about results

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

Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidates and/or their parents/carers are not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Internal appeals form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against (delete as applicable):

the centre decision not to support an enquiry about results

the outcome of an enquiry about results

| | | | |
|--------------------------|--|---|--|
| Name of appellant | | Candidate name <i>if different from appellant</i> | |
| Awarding body | | Unit/module/exam paper code | |
| Subject | | Unit/module/exam paper title | |

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against the centre decision not to support an enquiry about results

Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature:

Date of signature:

Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature:

Date of signature:

Non-Examination Assessment Policy 2018/19

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 candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments– Foreword, page 3*]

This publication is further referred to in this policy as NEA

Purpose of the policy

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

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

[NEA – The basic principles, page 4]

What are non-examination assessments?

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

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

- task setting;
- task taking;
- task marking.”

[NEA – The basic principles, page 4]

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

The basic principles

Head of centre

- Ensures that the centre's *non-examination assessment policy* is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Senior leaders

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

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject head/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
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- 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 exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

Exams officer

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- 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 candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

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

Task taking

Supervision

Subject teacher

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

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates

- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

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

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

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

Authentication procedures

Subject teacher

- Where required by the awarding body's specification
- ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- signs the teacher declaration of authentication confirming the requirements have been met

- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- 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 candidates 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 candidates' work where work is stored electronically

IT Manager

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams 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

Exams officer

- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject teacher

- Indicates on work (or cover sheet) the date of marking

- Marks to common standards

Consortium arrangements

Subject head/lead

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- Liaises with the exams 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

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

Exams 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 exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

- Submits the requested samples of candidates' 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

Storage and retention of work after submission of marks

Subject teacher

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

External moderation - feedback

Subject head/lead

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

Exams officer

- Accesses or signposts moderator reports to relevant staff

Access arrangements

Subject teacher

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

Special educational needs coordinator (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 candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration

Subject teacher

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

Exams officer

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

Malpractice

Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

Subject teacher

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*

Exams officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

Enquiries about results

Head of centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject head/lead

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

Subject teacher

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

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services, Information and guidance for 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

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of centre

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

Subject head/lead

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics (in Autumn 2016)
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately

- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

Exams officer

- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment

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

Head of centre

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

Quality assurance (QA) lead/Lead internal verifier

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

Subject head/lead

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

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria

- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

Exams officer

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

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

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

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| | <i>planning, resourcing and teaching</i> | |
| The wrong task is given to candidates | <i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i> | |
| Subject teacher long term absence during the issuing of tasks stage | <i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i> | |
| Task taking | | |
| Supervision | | |
| Planned assessments clash with other centre or candidate activities | <i>Assessment plan identified for the start of the course</i> <i>Assessment dates/periods included in centre wide calendar</i> | |
| Rooms or facilities inadequate for candidates to take tasks under appropriate supervision | <i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i> | |
| Insufficient supervision of candidates to enable work to be authenticated | <i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i> <i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i> | |
| A candidate is suspected of malpractice prior to submitting their work for assessment | <i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i> | |
| Access arrangements were not put in place for an assessment where a candidate is approved for arrangements | <i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i> | |
| Advice and feedback | | |
| Candidate claims appropriate advice and feedback not given by subject teacher prior to | <i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i> | |

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| starting on their work | <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 information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p> | |
| Candidate claims no advice and feedback given by subject teacher during the task-taking stage | <p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</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 candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p> | |
| A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification | <p><i>An investigation is conducted; candidates 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> | |
| Candidate does not reference information from published source | <p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p> | |
| Candidate does not set out references as required | <p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p> | |
| Candidate joins the course late after formally supervised task taking has | <p><i>A separate supervised session(s) is arranged for the candidate to catch up</i></p> | |

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|---|---|--|
| started | | |
| Candidate moves to another centre during the course | <i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i> | |
| An excluded student wants to complete his/her non-examination assessment(s) | <i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i> <i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i> | |
| Resources | | |
| A candidate augments notes and resources between formally supervised sessions | <i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i> | |
| A candidate fails to acknowledge sources on work that is submitted for assessment | <i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i> <i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i> <i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i> | |
| Word and time limits | | |
| A candidate is penalised by the awarding body for exceeding word or time limits | <i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i> <i>Where limits are for guidance only, candidates are discouraged from exceeding them</i> <i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i> | |
| Collaboration and group work | | |
| Candidates have worked in groups where the awarding body specification states this is not permitted | <i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i> <i>Awarding body guidance sought where this issue remains unresolved</i> | |
| Authentication procedures | | |

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| <p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p> | <p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>The candidate'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>Candidate does not sign their authentication statement/declaration</p> | <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></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 candidates work as part of the centre's quality assurance procedures</i></p> | |
| <p>Presentation of work</p> | | |
| <p>Candidate 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 candidate for formal assessment</i></p> | |
| <p>Keeping materials secure</p> | | |
| <p>Candidates 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>Adequate secure storage not available to subject teacher</p> | <p><i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i></p> <p><i>Alternative secure storage sourced where required</i></p> | |

| Task marking – externally assessed components | | |
|--|--|--|
| A candidate is absent on the day of the examiner visit for an acceptable reason | <p><i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i></p> <p><i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i></p> | |
| A candidate is absent on the day of the examiner visit for an unacceptable reason | <i>The candidate is marked absent on the attendance register</i> | |
| Task marking – internally assessed components | | |
| A candidate submits little or no work | <p><i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i></p> <p><i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i></p> | |
| A candidate is unable to finish their work for unforeseen reason | <i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i> | |
| The work of a candidate is lost or damaged | <i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i> | |
| Candidate malpractice is discovered | <p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i></p> <p><i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p> | |
| A teacher marks the work of his/her own child | <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> | |
| An extension to the deadline for submission of marks is required for a legitimate reason | <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 (chapter 5),</i></p> | |

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| | <i>to determine eligibility and the process to be followed for non-examination assessment extension</i> | |
| After submission of marks, it is discovered that the wrong task was given to candidates | <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 (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i></p> | |
| A candidate wishes to appeal the marks awarded for their work by their teacher | <p><i>Candidates 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 candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i></p> | |
| Deadline for submitting work for formal assessment not met by candidate | <p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p> | |
| Deadline for submitting marks and samples of candidates work ignored by subject teacher | <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> | |
| Subject teacher long term absence during the marking period | <i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i> | |

EXAM CONTINGENCY PLAN

Purpose of the plan

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

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

“It is the responsibility of the head of centre to ensure that his/her centre... has in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle.

(The examination contingency plan/examinations policy should also reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.)

[JCQ [General regulations for approved centres5.3](#)]

Causes of potential disruption to the exam process

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

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
- 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

Centre actions

- AEO fully trained to undertake EO role.

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
- staff providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Centre actions

- SENCO deputy and admin staff undertake the role.

3. Teaching staff 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 exams officer on time; resulting in pre-release information not being received

Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions

- Key Stage co-ordinator provides the information if HoD absent.

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

Centre actions

- Recruitment review at beginning of academic year.
- Centre trained support staff used.
- Alternative invigilator contacted to come in or support staff used.

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

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions

- Classrooms used as necessary.

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

Centre actions

- System managers to urgently fix the MIS system and if not, direct contact with exam boards for extension of deadline and to print of exam results and electronically download them to alternative system, e.g. Excel.

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions

- Special consideration sought from exam boards.

8. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre closed interrupting the of normal teaching and learning

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions

- Alternative accommodation would be sought locally or temporary accommodation brought onto premises.

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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions

- Exam board contacted for advice and followed through, e.g. special consideration.

10. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations (including *centre being unavailable for examinations owing to an unforeseen emergency*)

A centre which is unable to open as normal for examinations must inform each awarding

organisation with which examinations are due to be taken as soon as is possible.[JCP scenario 5]

Centre actions

- Exam board contacted for advice and followed through, e.g. special consideration or alternative accommodation sought depending on the reason.

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
The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions

- Secure download service used and copied in school.

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts
The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions

- Scripts taken to Parcelforce centre by EO.

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
It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions

- Advice taken from exam boards, but students to normally redo the work if possible or special consideration applied for.

14. Centre unable to distribute results as normal

Criteria for implementation of the plan

Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services
Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions

- Students advised. Delayed until possible. University applicants will know from UCAS if they have their place.
- Exam board to be contacted for priority post result and paper copies of results.

Further guidance to inform and implement contingency planning

GOV.UK

Emergency planning and response to severe weather exam disruption

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

Teaching time lost due to severe weather conditions

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

Dispatch of exam scripts: yellow label service

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

Statutory guidance on school closures

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Ofqual

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

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ

General regulations for approved centres <http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on *alternative site arrangements* <http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

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

A guide to the special consideration process

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

Contingency planning

The qualifications regulators, awarding bodies and government departments responsible for education have prepared and agreed a Joint contingency plan for the examinations system in case of wide scale disruption as a result of a flu pandemic, adverse weather conditions or other event.

The joint contingency plan is designed to ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise

directly with the relevant awarding body/bodies.

Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

The Joint contingency plan for the examination system in England, Wales and Northern Ireland may be downloaded from the Ofqual website:

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

[Taken directly from JCQ *Instructions for conducting examinations* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

WORD PROCESSING POLICY (EXAMS)

key staff involved in awarding and allocating word processors for exams

| Role | Name(s) |
|---------------|---------------|
| SENCo | Mrs K Dewsnap |
| Exams officer | Mrs S Stokes |
| SLT member(s) | Mr P Gray |
| IT manager | Mr P Myers |
| | |

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 2017-2018* and ICE to JCQ *Instructions for conducting examinations 2017-2018*.

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.

Principles for using a word processor

Poole High School 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.

The use of a word processor

Poole High School 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 braille 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

Word processors and their programmes

- Poole High School 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

Centre specific processes

Student will be issued with instructions on how to use the laptop from the Exams Office and can try it out for mocks. Instructions to include:

- Details to go at the top, e.g. name, centre number, candidate number, paper reference
- Use wordpad (no spell check available)
- Use font size 12
- Student has the option to use the wordprocessor for all or only some questions
- Student to accompany invigilator at the end to the exams office to sign the printout to verify it's all there and their own work

Laptops and tablets

Poole High School 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

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

sat with the cohort by a suitable electricity source with a regard to health and safety for cable management

Invigilation arrangements relating to the use of word processors include the following:
always invigilated

Other arrangements relating to the use of word processors include:

- The invigilator brings the candidate to the exams office for the script to be printed off, along with the completed cover sheet.
- For mocks, a cover sheet is not required and a LSA can accompany the candidate.

The criteria Poole High School uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/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 Exams Office in liaison with the SENCO. 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.