



Exams Policy

This policy was approved and ratified by

Cox Green School

On 13/11/20

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1. Introduction - The 11-19 Exams' Policy

The purpose of this Exams Policy is:

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

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The Exam Policy will be reviewed annually.

The Exam Policy will be reviewed by the Exams Officer and Assistant Headteacher with responsibility for exams.

2. Exam responsibilities

Exams Officer

- Manages the administration of public and internal exams;
- 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 candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- Ensures that candidates and their parents are informed of and understand those aspects of the 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;
- Administers access arrangements in line with JCQ regulations and SENCo advice.
- Identifies and manages exam timetable clashes;
- Accounts for income and expenditures relating to all exam costs/charges;
- Line manages the invigilation team, organising the recruitment, training and monitoring a team of exams invigilators responsible for the conduct of exams;
- Submits candidates' coursework / controlled assessment marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests;
- Maintains systems and processes to support the timely entry of candidates for their exams;
- Ensures that all special considerations for candidates are forwarded to the appropriate Exams Boards with all supporting evidence.

Learning Leaders are responsible for:

- Deciding with the Senior Leadership Team which specification will be taught and informing the Exams Office of any changes;
- Ensuring that all exam codes are correct;



- Liaising with the teachers in their department to make sure that all candidates are entered for the correct exams/tiers; making sure that all the entries are received by the Exams Office in time, and authorising any late entries if needed/withdrawals;
- Submitting all estimated grades and coursework/NEA/controlled assessment grades to the Exams Office or directly to the Exam Board if agreed with the Exam Officer;
- Ensuring that all coursework/controlled assessments are marked and dispatched on time;
- Providing the Exams Officer with information to support any Special Consideration applications for NEA/coursework.
- Deciding on individual resit requests at GCSE and A level in conjunction with the Assistant Head with responsibility for exams.

Teachers are responsible for:

- Identifying and then notifying the SENCo/Inclusion Manager of any concerns regarding individual students who may need access arrangements requirements (as soon as possible following transition to the school in Year 7);
- Provide evidence to support the application to JCQ to the SENCO in a timely manner;
- Submission of candidates' names and tier of the paper to be sat to Learning Leaders.

The SENCo is responsible for:

- Identification of candidates that may require access arrangements;
- Arranging for testing of candidates and determining required access arrangements for students;
- Making applications for special consideration using the JCQ publication 'Access arrangements, reasonable adjustments and special consideration'.
- Notifying all staff of a candidate's entitlement to Exam Access Arrangements once confirmed by the Exam Boards;
- Ensuring that the relevant documentation and evidence is held in accordance with JCQ regulations.

The Inclusion Manager is responsible for:

- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Candidates are responsible for:

- Confirmation and signing of entries;
- Notifying the Exams Officer of any errors to entries;
- Understanding coursework/NEA regulations and signing a declaration that authenticates the coursework/NEA as their own;
- Informing the centre of any circumstances which may require special consideration to be applied for.

3. Qualifications

The qualifications offered at this centre are decided by the Learning Leaders and Senior Leadership Team. The qualifications offered are GCE, GCSE, Cambridge Nationals and BTEC plus selected Level1/2 vocational qualifications and Level 3 Maths functional skills.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the Exams Officer



must be informed by the end of September.

Informing the Exams Officer of changes to a specification is the responsibility of the Learning Leaders.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Assistant Head with responsibility for examinations.

4. Exam Series and Timetables

Exam seasons

Internal Year 11, 12 and 13 Mock exams and assessments are scheduled in Winter and Spring all of which are held under external exam conditions. Internal exams for Years 7 to Year 10 are currently determined by the Senior Leadership Team and arranged by the Assistant Head with responsibility for exams.

External exams and assessments are scheduled in November and June with some BTEC and iMedia modules being externally assessed in January.

The Assistant Head (exams) decides which exam series are used in the Centre in consultation with the Headteacher. On-demand tests can be scheduled only in windows agreed between the Exams Officer and the Senior Leadership Team.

Timetables and Communication

In advance of each exam season (mock and external), examination timetables are provided by the Examinations Officer to students and staff.

A member of the Senior Leadership Team will ensure parents receive details of examination arrangements and that all relevant JCQ documentation and candidate notices are provided in line with JCQ regulations

In advance of each exam season supporting guidance for students and/or parents is provided by the appropriate member of the Senior Leadership Team.

Information will be published on the school website.

5. Entries, entry details and late entries, including retakes

Candidates are selected for their exam entries by the Deputy Achievement Leaders (6th form) and the Learning Leaders. Entry deadlines are circulated to Learning Leaders via email and/or internal post/pigeon hole.

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The Centre only accepts entries from external candidates where there is an existing relationship, for example a former student wishing to return the following year for a re-sit.

The Centre does not act as an exam centre for other organisations.

GCSE retakes will be permitted under exceptional circumstances. Decisions regarding individual retakes will be taken by the Assistant Head (exams) after consultation with the Learning Leader. Parents/students may request a retake. These are paid for by the candidates.

There is no restriction on the number of AS retakes. These are paid for by the candidates.



There is no restriction on the number of A-level retakes. These are paid for by the candidates. A-level / AS retake decisions will be made in consultation with candidates, subject teachers and Learning Leaders. Late entries for retakes are authorised by Learning Leaders and Exam Officer.

6. Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies. Departments may be charged for late withdrawals or changes which incur a cost to the school.

GCSE entry exam fees are paid by the Centre the first time.

AS entry exam fees are paid by the Centre the first time.

A-level entry exam fees are paid by the Centre the first time.

Late entry or amendment fees are paid by the Departments.

Fee reimbursements are sought from internal candidates under the following circumstances:

- those who decide to sit an exam after the late entry deadline;
- those who decide to withdraw after the withdrawal deadline;
- those who fail to sit an exam;
- those who do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the candidates for AS/A-level exams. Consideration will be given to pupil premium students.

7. Equality Act

All exam centre staff must ensure that they meet the requirements of the Equality Act (2010) and the Cox Green School Whole School Equality Policy.

A person has a disability under the Equality Act 2010 if s/he has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on her/his ability to do normal day-to-day activities.

To find out more about the requirements of the Equality Act visit the information pages on the .GOV website.

The centre will meet the disability provisions under the Equality Act 2010, by ensuring that the Exams Centre is accessible and improving candidate experience. This is the responsibility of the Head of Centre and Exams Officer.

8. Access arrangements

Some candidates may be entitled to access arrangements which allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. This can occur where a candidate has a significant difficulty or disability which has a clear,



measurable and substantial adverse effect on their performance. The Centre has a responsibility to clearly explain candidates' normal way of working, and to clearly demonstrate the need for any access arrangements.

It is the responsibility of the SENCo to arrange for assessment of whether candidates should be entitled to access arrangements, and to store all relevant evidence. If parents have concerns regarding their son/daughter, they should contact the SENCo. The Centre does not accept privately commissioned assessments or reports.

If the SENCo believes that a candidate should be entitled to access arrangements, s/he must arrange for a qualified person to assess the student and determine what access arrangements ensures that 'barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage'. The SENCo will submit access arrangement applications to the Awarding Body(ies) in line with published deadlines and inform the Exams Officer and Learning Leaders where access arrangements have been granted to allow them to make all necessary arrangements.

Where a candidate suffers a temporary injury or impairment, the SENCo in consultation with the Exams Officer will investigate whether access arrangements are appropriate.

The Exams Officer is responsible for ensuring that approved access arrangements are provided for candidates taking exams, including rooming, invigilation, and appropriate support.

9. Contingency planning

Contingency planning for exams administration is the responsibility of the Assistant Head (exams).

10. Managing Invigilators

The school's invigilators will be used for internal exams and external exams.

Recruitment of invigilators is the responsibility of the Exams Office.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Centre administration.

DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled and briefed by the Exams Office.

Invigilators' rates of pay are set by the Centre administration.

Invigilators will be observed at least once during each exam season.

11. Malpractice

The Exams Office is responsible for investigating suspected malpractice and reporting to the Head of Centre.

12. Exam days

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

The Site Manager is responsible for setting up the allocated rooms.



The Exams Officer or nominated invigilator will start all exams in accordance with JCQ guidelines.

In practical exams subject teachers may be on hand in case of any technical difficulties otherwise teaching staff may not be present in any exam room in line with JCQ regulations.

Papers will be distributed to Learning Leaders at the end of the exam session in line with JCQ regulations.

For internal exams only, a relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

13. Candidates and Identifying Candidates

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times. JCQ regulations, regarding for example possession of mobile phones, watches in an exam room, must be adhered to by students.

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 (including any approved extra time access arrangements) at the discretion of the exams officer or senior invigilator.

Note: candidates may only 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 Exams Officer is responsible for handling late or absent candidates on exam day or subsequently.

SAFE Manager and Senior Leadership Team confirm the identity of the students prior to entry in the Exam Hall.

Clash candidates

The Exams Officer will be responsible for making arrangements for students with clashes as necessary, for example on-site supervision between sessions, identifying a secure venue and arranging overnight stays.

Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer, or the exam invigilator, to that effect.

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 Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Private candidates

Managing private candidates, where accepted, is the responsibility of the Exams Officer.





14. Internal Assessments/NEA and Appeals

Non-examination Assessments (NEAs) are often referred to as internal assessment or coursework. These form part of the whole qualification and assessment process and are subject to JCQ regulations.

It is the duty of Learning Leaders to ensure that all NEA work is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Learning Leaders/teachers MUST indicate to students how they have done in internal assessments, however, students must also be aware that this mark is preliminary and may change due to moderation. Marks for all internally assessed work and estimated grades are provided to the Exams Office by the Learning Leaders. The Learning Leader will keep a copy of these marks and the process use to arrive at them to enable candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so..

Appeals against internal (non-examination) assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy. (See Appendix 1).

Appeals against internal assessments and the internal review process must be made prior to an awarding body's date for submitting marks. Learning Leaders are responsible for ensuring that students are notified of their marks and given a clear date which takes into account the time it will take to review any marks and submit the final marks to the awarding body by the published deadline. .

15. Results

Results, enquiries about results (EARs) and access to scripts (ATS)

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 Exams Officer.

The provision of staff for handing out results on results days is the responsibility of the Exams Officer. In practise as there will be sixth-form interviews for Year 11 students and support for Year 13 students the Exams Officer should liaise with others involved in these days

Enquiries about results (EARs)

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 student is unhappy with their results the candidate may apply to have an enquiry carried out. In the majority of cases they will be charged. In exceptional circumstances, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a Review of Marking at the Centre's expense.

Written permission must be obtained from the student and payment must be made before an EAR is requested.

Where papers are remarked, results can go down as well as up.

Access to Scripts (ATS)



After the release of results, candidates may ask subject staff to request the return of papers by the deadline set by the Exam Board. There will be a charge to the student for this service.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained and the appropriate form signed. This will be charged to the department.

A Review of Marking cannot be applied for once a script has been returned.

16. Certificates

Certificates will be issued, signed for and dated in school to candidates who have remained on the school roll. Certificates for those who do not return to school will be posted using recorded delivery (ECDL) on request and with payment of a fee to cover the postage.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authorisation to do so.

Certificates are withheld from candidates who owe fees.

The Centre retains certificates for one year in line with JCQ regulations. After this time the certificates may be destroyed (using a confidential method) – a record of destroyed certificates must be retained.

A transcript of results may be issued if a candidate agrees to pay the costs incurred.

17. Emergency Procedure

In the unlikely event of a fire alarm, bomb alert or other serious emergency during an exam, the following will apply:

- There are two types of warning bells in the school. The first is a continuous bell which is the fire alarm bell and the exam invigilators will be notified if the candidates need to evacuate. The second is five short bells followed by a gap and then five more. This means that you should stay in the room and the exam invigilators will receive further instructions;
- Once it has been established that evacuation of the building is required, the candidates will be asked to stop writing and turn their paper over. The invigilators will make a note of the time;
- The candidates must leave their question and answer papers along with any equipment on their desks. All personal possessions are to remain in the room;
- The candidates will be reminded that they can be disqualified if they communicate with each other or any other person at ANY time whilst outside of the examinations room or in the process of returning to the examinations room;
- The candidates will be asked to leave the room quickly and quietly in single file and in their seating order;
- The invigilators/staff will accompany the candidates at all times;
- They will be accompanied to the field behind the Sports Hall away from other students;
- A note will be made of how much time the candidates are out of the exam room;
- An attendance register using the seating plan will be taken and the invigilator will ensure that the candidates are lined up in that order;
- During the period of evacuation an invigilator will stay local to the examination room to ensure security of papers, if it is safe to do so;
- When instructions are given, the candidates undertaking exams will be dismissed from the allocated area first and should return to the examination room in silence;



- The attendance register will be retaken to ensure all the candidates have returned to the exams room;
- The exam will recommence allowing the candidates to have the correct remaining amount of time to finish the examination;
- A report will be completed by the Exams Officer detailing the incident.

18. Communication of policy

This policy will be published on the school website and the staff Information M Drive.

19. Evidence of implementation

Governors may ask the Exams Manager for a report on the implementation of the policy and any issues arising from the public examinations process and any inspections that have been carried out.

20. Review

This policy will be reviewed every 3 years by the Teaching and Learning Committee.



APPENDIX 1

Cox Green School

Internal Assessment Appeals Procedure - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

Cox Green School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

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

Cox Green School will:

- ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- having received a request for copies of materials, promptly make them available to the candidate.
- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing.
- allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- Cox Green School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- will inform the candidate in writing of the outcome of the review of the centre's marking.

A student or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer, as soon as possible to discuss the appeal, and a written appeal, stating the details of the complaint and the reasons for the appeal, must be received by the School within 5 working days of receiving the mark for the internal assessment.

The Assistant Head responsible for exams will lead this process, and will be responsible for disseminating information to all students (and their parents/carers) about the appeals procedures and for informing the Headteacher of the existence and outcome of any such appeals.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question, and has no personal interest in the outcome of the review. This enquiry will consider whether the mark that has been awarded is in line with the standard set for other candidates at the school. It will take into account



- the candidate's work (where the evidence of this is ephemeral, for example in Drama or Music, then the recording of the work should be given to the reviewer);
- the mark sheet completed by the teacher which usually shows the breakdown of marks per Assessment Objective (AO) or section of the mark scheme;
- information regarding any internal standardisation to ascertain whether consistent standards were applied by the original marker to the candidate's work; and
- any comments/annotation made by the teacher during the marking process.

The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the reviewer and or any steps taken to further protect the interests of the candidates.

If the candidate is not happy with the written response from the panel they may request a personal hearing. A hearing will be arranged by the Assistant Head, giving reasonable notice to all concerned. The candidate may have sight of all relevant documents (e.g. marks given, the assessments made) in advance of the hearing. Where the candidate is presenting their own case, they may be accompanied by a (single) carer or friend. The teacher(s) and candidate may have the opportunity to hear each other's submission to the panel at the hearing.

The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Information for Students

If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams (e.g. coursework/portfolio/projects/ performance), you should first speak with your subject teacher and/or your form tutor and discuss the matter fully with him/her. Hopefully this will resolve the situation. If you are still unhappy, you should then see the Examinations Officer as soon as possible.

External Assessment Appeals Procedure (Review of Marking)

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise students and parents of these procedures.

Where a candidate is unhappy with the mark awarded for a particular exam unit or the overall grade for a subject a clerical check or Review of Marking (often referred to as a re-mark) may be requested via the Exams Office. The candidate will be required to acknowledge that his/her grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request. The decision as to whether to support such an enquiry will be made by Cox Green School on the basis of several factors, including knowledge of the exam system and professional judgement.



Internal Marking Appeal Request Form

Name of Student: _____ Candidate No: _____

Exam Board: _____ Subject: _____

Module: _____ Series: _____

Mark Recorded by Centre: _____

Have you had access to, or seen copies of, your marked assessment materials with comments recorded by the Centre? NB Original work/materials can only be viewed on site and under the supervision of a member of school staff	Y/N
Have you seen the mark scheme or assessment criteria?	Y/N

Please give your reasons for requesting an appeal against the procedures used for the internal assessment. Please refer to the mark scheme/assessment criteria and highlight where you feel that insufficient credit has been given.

I confirm that I am aware of the JCQ/Exam Board guidance and the Cox Green School policy. I agree to meet all costs involved if the appeal does not result in an increase in the mark awarded.

I am aware that the moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review

Name: _____ Candidate Number: _____

Signature: _____ Date: _____



APPENDIX 2

Controlled Assessment Policy

Procedure

Departments arrange the Controlled Assessment/Internal Assessment/NEA in consultation with the Assistant Head (Curriculum and Exams). This should include details of the level of control needed, the number of staff and rooms required and, if appropriate, the number and dates for provision of Invigilator supervision. The Exams Officer and Cover Manager will then confirm whether the Controlled Assessment can take place at the requested time. This will happen during the summer term of the year preceding the Controlled Assessments taking place.

If departments wish to change or further specify the timing of their Assessments, they must submit this request to the Examinations Officer and Cover Manager. The Assistant Head will confirm whether this change is acceptable.

Where Assessments occur under high levels of control, and where students are using computers, then the IT technicians must be informed at least four weeks in advance. The IT technicians will then ensure that the appropriate levels of access and control are in place when the Assessment is taking place.

Setting Assessments

- Departments must check whether tasks are to be set by the Awarding Body or by departments themselves. This information is contained in the subject specifications.
- Teaching and Controlled Assessment must be entirely separate.
- Candidates should know the assessment criteria.
- All assessments must be set in line with the Awarding Body specification and procedures.

Completing Controlled Assessments

- Awarding Bodies will impose a high, medium or low level of control.
- The Learning Leader must ensure that they are fully aware of the appropriate level of control set by the Exam Board and the requirements that teachers and students must follow.
- The JCQ Instructions for conducting non-examination assessments must be followed.
- If necessary the Learning Leader must arrange with the Exams Officer for provision of material (e.g. JCQ posters), supervision by invigilators and any materials provided by the Exam Board (e.g. registers)

Students with Extra Time

- Many students are entitled to up to 25% extra time in their examinations. They are also entitled to that 25% extra for Controlled Assessment. Subject teachers should ensure that appropriate arrangements are in place to ensure they have their extra time. One way to manage this is to have a longer window for Controlled Assessment than most students will need. Most students will therefore finish their Controlled Assessment early, and can move onto other tasks set by the teacher. Those who require extra time, or who have missed lessons, can then complete their Controlled Assessment in the window available.
- The Examinations Officer will ensure that Learning Leaders have the names of these students.

Use of Images

Where learners include videos or photos of themselves to be used in Controlled Assessments, subject teachers must check with the Data Officer that consent has been given by parents/carers. No videos or photos of students may be used without parental consent.



Security

- Work may be stored by subject departments if this is in line with Exam Board regulations.
- Written work must be secured in a locked metal cabinet.
- Where there is a practical need, materials can be left in a locked classroom from the end of one session to the start of the next. This may also happen where materials need to dry overnight etc.

Authentication Procedures

- Work must be authenticated by candidates and teachers, using the authentication form produced by awarding bodies. If a form is not provided students must be asked to sign a form stating that the work is their own unaided work and teachers must sign to confirm that the work is solely the students as was carried out under the required conditions.
- Where work has not been authenticated, Awarding Body will give 0 marks.

Internal and External Standardisation

- There must be one person in overall charge of standardisation for each specification (usually the Learning Leader or Key Stage 4 manager).
- Refer to Awarding Body specifications and to JCQ Instructions for conducting non-examination assessments.
- There should be trial marking exercises before marking of all scripts.
- Standardisation procedures should take place after marking of all scripts.
- Details on annotation are included in the JCQ Instructions for conducting no-examination Assessments.
- Departments must retain evidence that internal standardisation has been carried out.
- Procedures for external standardisation are similar to coursework.

Submission of Marks

- Marks must be submitted to the Awarding Body by the required date.
- Samples required for external moderation must be despatched.
- Those not required for moderation must be stored securely until all possible post-results services have been exhausted.
- Assessments can be returned after deadline for enquiries about results has passed or after an enquiry about results has been exhausted.

Malpractice

Candidates must not:

- Submit work which isn't their own.
- Lend their work to others.
- Allow others to use their own independently sourced material.
- Use any information without attribution.
- Any malpractice must be reported to the Examinations Officer.

Miscellaneous Assessment Issues

- Candidates may appeal against the marks awarded by the school using the school's Appeals Procedure (see Appendix 1).
- Candidates suffering prolonged absence may be able to submit a reduced quantity of work provided all assessment objectives have been covered. A special consideration form exists for this.

Staff Responsibilities for GCSE Controlled Assessment



Senior Leadership Team

- Accountable for the safe and secure conduct of Controlled Assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Learning Leaders/subject to schedule Assessments.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of Assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc).
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for Internal Assessments.

Learning Leaders

- Decide on the Awarding Body and specification for a particular GCSE.
- Ensure that the assessment is conducted in accordance with the Awarding Body specification and JCQ regulations.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to Assessment.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification, JCQ regulations and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample Awarding Body assessment tasks to meet local circumstances, in line with Awarding Body specifications and control requirements.
- Supply to the exams office details of all unit codes for Controlled Assessments and if needed arrange provision of materials and invigilator supervision with the Exams Officer.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting Non-examination Assessments.
- Understand and comply with the Awarding Body specification for conducting Assessments, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the Awarding Body. Submit marks through the exams office to the Awarding Body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the SENCO for any assistance required for the administration and management of access



arrangements e.g. for students with Special Educational Needs, who need laptops, or who have been granted extra time.

Exam's Office staff

- Enter students for individual units, whether assessed by internal assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute registers for teaching staff to use, and collect and send registers to awarding bodies before deadlines.
- Organise collection and sending of Assessment samples required by the external moderator.
- On the few occasions where Assessment cannot be conducted in the classroom, arrange suitable accommodation where Assessment can be carried out, at the direction of the senior leadership team.
- Support the SENCo/Inclusion Manager in ensuring that access arrangements have been applied for.
- Ensure access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them, where this support is above and beyond the support such students normally receive in lessons.

SEnCo

- Ensure access arrangements have been applied for.
- Support the Examinations Officer to ensure that access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them.



APPENDIX 3

Controlled Assessment Risk Management Process

	Remedial Action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Learning Leader/Assistant Head (exams)
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates adequate time between them	Learning Leader/Assistant Head (exams)
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Learning Leader/Assistant Head (exams)
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Cover Manager
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Exams Officer & Subject Teacher



Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	I.T. Network Support Manager
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Teacher
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Exams Officer
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Exams Officer



Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Exams Officer
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Learning Leader
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Subject Teacher
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be	Seek guidance from awarding body	Exams Officer/ Senior Leadership



	processed and submitted ahead of awarding body deadlines)		
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Learning Leader
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Learning Leader/ Exams Officer
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Learning Leader/ Senior Leadership
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Exams Officer/ Senior Leadership

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.



APPENDIX 4

BTEC Appeals Procedures

All students will be informed about the Appeals Procedure and have access to a copy of the written procedure.

The Appeals Procedure is set in three stages and will be overseen by the Quality Nominee.

The Head of the Centre will be provided with any appeals and their outcome.

There are only 3 grounds on which a learner can appeal: -

- 1. If he/she feels the grading criteria were being met and the teacher failed to recognise this***
- 2. If he/she feels that they have not been supported appropriately during the assessment of the unit by the assessor***
- 3. If the teacher is not willing to accept alternative evidence as meeting the evidence requirement***

Stage 1 - (This stage should be undertaken within 3 working days)

1. The learner communicates the grounds for appeal to the assessor by completing the stage 1 of the Appeals form and providing the evidence for assessment. The learner can obtain the form from the Programme Manager.
2. The assessor makes the Programme Manager and Quality Nominee aware of the grounds for appeal and then re-assesses the work in the normal way against the unit requirements.
3. The assessor will complete the outcome part of the stage 1 form.
4. The assessor communicates the re-assessment to the learner and makes the Programme Manager aware of the outcome.
5. If the learner is still dissatisfied with the outcome of the first stage of appeal then they can progress to stage 2.

Stage 2 – (This stage should be undertaken within 3 working days)

1. The learner communicates the grounds for appeal by completing the second stage of the appeals form and supplying the relevant evidence to the Lead Internal Verifier – unless the initial decision was made by the Lead Internal Verifier, in which case another assessor from the same programme, or a Lead Internal Verifier from another programme undertakes this role.
2. The Lead Internal Verifier, or other verifier, makes the Quality Nominee aware that the appeal has reached the second stage. The Programme Manager internally verifies the work in the normal way against the unit requirements.
3. The Lead Internal Verifier will complete the outcome part of the stage 2 form.
4. The Lead Internal Verifier communicates the outcome of the internal verification to the learner. He/she will also make the assessor and quality nominee aware of the outcome.
5. If the learner is still dissatisfied with the outcome of the second stage of appeal then we move to the final stage of appeal.



Stage 3 – (This stage should be undertaken within 5 working days)

1. The learner communicates the grounds for appeal by completing the final part of the Appeals form and supplying the relevant evidence to the Quality Nominee.
2. At this stage the Quality Nominee will call a meeting of at least 3 people to re-examine the evidence (at least one of whom should not have been involved with the assessment decision) from the team of BTEC assessors and Lead Internal Verifiers.
3. The work will be re-examined by this team and they will complete the part of the Stage 3 form.
4. The Quality Nominee will then hold a meeting with the Head of Centre and learners concerned to communicate the outcome of the appeal.
5. Learners can be allowed to have representation by a parent/guardian if requested.
6. Written records of all appeals should be kept by the school including the outcome of the appeal and reasons for the outcome.
7. A copy of the appeals record should be given to the learner.
8. Full details of any appeal must be made available to Edexcel on request.
9. Edexcel should be informed by the school if any outcome of an appeal has implications for the conduct of assessments of the issue of results at the school.

Edexcel will consider an appeal from the Centre only after the Centre's own internal appeals procedure has been exhausted. Edexcel generally expects most appeals from individual learners to be resolved within the Centre.

Edexcel will only consider appeals submitted by the Head of Centre/Principal. The following are situations where an appeal can be made:

- the Centre disagrees with the outcome(s) from Edexcel's external quality assurance activities
- the Centre questions an approval (centre or qualification approval) or a qualification decision (e.g. malpractice) made by Edexcel
- a learner considers that a decision continues to disadvantage her/him even after the outcome of the Centre's Internal Appeals Procedure.

BTEC Centre Malpractice Procedures

Definition of Malpractice

Centre malpractice relates to the conduct of the assessments and/or the processing of candidates' work, mark sheets, cumulative assessment records, certificate claim forms, etc.

Examples of Centre Malpractice:

- Failing to despatch/provide candidate's coursework to the Standards Verifier/Lead Internal Verifier for Quality, Review and Development.
- The inappropriate retention of certificates.
- Failing to retain candidate's coursework in secure conditions after the authentication statements have been signed.
- Failing to report an instance of suspected candidate malpractice in assignments to the appropriate awarding body as soon as possible after such an instance occurs or is discovered.
- Failing to conduct a thorough investigation into suspected assessment malpractice when asked to do so by an awarding body.



Investigations resulting from allegations of malpractice will be investigated by the Headteacher. Any Centre staff suspected of malpractice will be informed of their responsibilities and rights in the first instance.

BTEC Candidate Malpractice Procedures

Teachers are responsible for checking the validity of the learners' internally assessed units. This will avoid candidate malpractice.

Examples of Candidate Malpractice:

- Making a false declaration of authenticity. (Example, when sections of the work have been done by others).
- Misusing assessment material and resources.
- The inclusion of inappropriate, offensive or obscene material in coursework assignments.
- Theft (where a candidate's work is removed or stolen), with the intention to pass the coursework off as one's own.
- The alteration of any results document, including certificates.
- A breach of the instructions or advice of a teacher in relation to the assessment rules and regulations.
- Failing to abide by the conditions of supervision designed to maintain the security of the BTEC assessments.
- Collusion: working collaboratively with other candidates, beyond what is permitted.
- Copying from another candidate, allowing work to be copied.
- The deliberate destruction of another's work.
- Disruptive behaviour during an assessment session (including the use of offensive language).
- Assisting others in the production of coursework.
- Plagiarism: unacknowledged copying from published sources; incomplete referencing.

How to deter candidate malpractice

Teachers should ensure that a large proportion of assigned work is completed with supervision.

The Programme Leader or teacher should cover the following topics with all learners during the induction period:

- Inform learners of the Centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources including websites.
- Refer to the BTEC Centre Handbook and Learner Handbook for policies.
- Programme Managers should also introduce procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc.
- These procedures may include:
 - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner.
 - Altering assessment assignments/tasks/tools on a regular basis.
 - The assessor assessing work for a single assignment/task in a single session for the complete cohort of



learners.

- Using oral questions with learners to ascertain their understanding of the concepts, application, etc. within their work.
- Assessors getting to know their learners' styles and abilities, etc.

Learners have a responsibility to ensure all work they hand in to be marked is their own. Any additional help or support that they have received must be reported to the assessor before the candidate signs the Authentication of Work statement.

Responding to suspected candidate malpractice

This will be reported to the Programme Manager who will inform the Quality Nominee and the Exams Officer. An investigation of the alleged malpractice will follow. Consequences will vary on the outcome of the investigation but may include the candidate's malpractice being reported to Edexcel. This may result in the candidate being withdrawn from the course and/or being prevented from taking a qualification with this board for one year.



APPENDIX 5

Exam Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Cox Green School. 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 information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “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.”

During the COVID-19 pandemic, Cox Green School will also adhere to specific JCO, Ofqual, DfE, Public Health and other relevant guidance.

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 and trained
- *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*
 - 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 e.g. very late arrival, suspected malpractice, special consideration
 - candidates’ scripts not dispatched as required 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:

- Exams Assistant to be trained in the key duties for short-term absences. In case of a long-term absence the Assistant Head (Exams) to provide support for responsibilities should absence of EO have the potential to affect the meeting of deadlines.
- Exam Assistant to work closely with EO to ensure they are up to date with the exam cycle and responsibilities at each point in time. This will be done under the supervision of the Deputy Head and Head of Centre.

2. SENCo or Inclusion Manager 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
 - 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
 - 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:

- Head of centre responsible for ensuring position is filled should absence have the potential to disrupt exam preparation.
- Inclusion Manager to gather evidence of need during mock exam
- Inclusion Manager to liaise with the EO to ensure access arrangements are in place by the Spring term for all eligible students where possible.
- EO to plan access arrangements for exam days in advance of the Summer series, in consultation with Inclusion Manager.

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

Centre actions:

- EO responsible for ensuring deadlines are met for estimated entries. Any omissions to be referred to Head of Centre.
- Head of Centre responsible for ensuring the priority for teaching the examination cohort. Staff will be covered in good time, by trained professionals, in all circumstances.



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:

- EO responsible for recruitment of invigilators in the Autumn term of the summer series. Advance planning required to ensure enough are available for the sittings.
- EO to recruit and train new Invigilators if necessary.
- Cover Supervisor and other admin staff to also receive updated exam invigilator training to ensure back up is available in case of invigilator absence.

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:

- EO responsible for ensuring planning of rooms is completed by the end of the Spring term to identify potential rooming issues.
- Alternative venues within the school to be made available by teaching staff in the event of an unexpected incident.
- Head of Centre to liaise with EO to ensure no disruption due to room shortages.

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:

- EO to liaise with IT Network Support Manager to ensure IT support is available at crucial times.
- EO to contact awarding bodies directly to arrange alternative methods of information exchange.
- Head of Centre to be informed.

7. 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 actions:

- Head of Centre responsible for finding alternative venues/methods of learning.
- Priority given to exam cohort.
- Centre to communicate with parents and students.

8. 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

Centre actions:

- Procedures for absence outlined to students in examination information given out each year.
- EO to liaise with Deputy Achievement Leader, student and parents to find alternative venue/advise on next opportunity to sit the examination/apply for special consideration as required.

9. 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
- **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.*

Centre actions:

- Open for exam candidates only, if possible.
- Use alternative venue, in agreement with awarding organisations.
- Offer students the opportunity to sit the next series.

10. 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

Centre actions:

- The centre to communicate with awarding organisations to organise alternative delivery of papers

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- EO to communicate with awarding bodies for approval of alternative delivery arrangements

12. 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

Centre actions:

- EO to communicate with awarding bodies immediately.
- Student marks to be submitted based on appropriate evidence.
- Candidates offered the opportunity to retake in subsequent series.

13. 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

Centre actions:

- EO and Head of Centre to assess alternative arrangements for issuing results with the regulators.
- Head of Centre to inform students and parents about delay as soon as possible.

Further guidance to inform and implement contingency planning

Ofqual

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

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

JCQ

General regulations

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

Guidance on alternative site arrangements

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

Instructions for conducting examinations

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

A guide to the special consideration process

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

GOV.UK

Emergencies and severe weather: schools and early years settings

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

Teaching time lost due to severe weather conditions

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

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

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



APPENDIX 6 Exam Disability Policy

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Purpose of the Policy

This document is provided as an exams-specific supplement to the centre-wide Special Educational Needs & Disability (SEND) policy and the Special Educational Needs Information Report (SIR) which details how the centre recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to candidates with Special Educational Needs or Disabilities.

The requirement for this policy is stipulated in the JCQ publication “General Regulations for Approved Centres”

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

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

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

The Equality Act 2010 Definition of Disability

A definition is provided in the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#) see Appendix A

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



Identifying the Need for Access Arrangements

Roles and Responsibilities

Head of Centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA.
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file

Senior Leader

- Is familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures the assessment process is administered in accordance with the regulations
- Supports the SENCo in determining the need for and implementing access arrangements

Special Educational Needs Coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provides information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching Staff

- Inform the SENCo of any support that might be needed by a candidate

Assessor of Candidates with Learning Difficulties

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



- Has detailed understanding of the current JCQ publication [AA](#)

Requesting Access Arrangements

Roles and Responsibilities

Special Educational Needs Coordinator (SENCo)

- Determines whether the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or whether approval is centre-delegated
- Follows guidance in [AA](#) to process approval applications for access arrangements for GCSE and GCE qualifications
- Liaises with the Exam Officer to apply for approval, where this is required, through *Access arrangements online* (AAO) or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Liaises with the Exam Officer to make an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role.
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate



Implementing Access Arrangements and the Conduct of Exams

Roles and Responsibilities

External Assessments

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

Head of Centre

- Supports the SENCo, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#)
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)

Special Educational Needs Coordinator (SENCo)

- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Liaises with the Exams Officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage SEND candidates
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in SEND issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams Officer

- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for SEND candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a SEND candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in SEND issues



- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for SEND candidates to exams
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Other Relevant Centre Staff

- Support the SENCo and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal Assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'.

Special Educational Needs Coordinator (SENCo)

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

Teaching Staff



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

Internal Exams

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

Exams Officer

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

Special Educational Needs Coordinator (SENCo)

- Liaises with the Exams Officer and teaching staff to implement appropriate access arrangements for candidates
- Provide suitably trained facilitators to support candidates

Teaching Staff

- Support the SENCo and Exams Officer in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

Facilitating Access - examples

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

On a candidate by candidate basis, consideration is given to

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

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

Example of candidate need(s)	Arrangements explored	Centre actions
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i> <i>Papers checked for those testing reading</i> <i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i> <i>Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>



Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment</i> <i>Confirms with candidate how and when they will be prompted</i> <i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i> <i>Provides height adjustable desk in exam room</i> <i>Allocates exam room on ground floor near adapted bathroom facilities</i> <i>Spaces desks to allow wheelchair access</i> <i>Seats candidate near exam room door</i> <i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i> <i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i>
Suffers from anxiety and panic attacks	Small room Sit near exit Supervised rest breaks	<i>Safe Manager gathers evidence of need and informs Exam Officer</i> <i>Candidate is seated near the exit in a small room with provision for supervised rest breaks if required.</i>
Anorexic candidate	Supervised rest breaks	<i>SAFE Manager obtains medical evidence.</i> <i>Candidate allowed supervised rest breaks for eating</i>



<p>A medical condition which prevents the candidate from taking exams in the centre</p>	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>SAFE Manager provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>SAFE Manager discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>SAFE Manager confirms with candidate the information is understood</i></p> <p><i>SAFE Manager agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with SAFE Manager head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>SAFE Manager informs candidate that special consideration has been requested</i></p>
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Appendix A

The Equality Act 2010 Definition of Disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means **'limitations going beyond the normal differences in ability which may exist among people'**.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. **(Study and education related activities are included in the meaning of 'day to day' activities.)**

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;



- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker's native spoken language.



APPENDIX 7 Exams Archiving Policy

Key staff involved in the exams archiving process

Role	Name(s)
Exams Officer	Mrs Gwyneth Edwards
Exams Officer line manager (Senior Leader)	Mr Andrew Shields
Head of centre	Ms Cathrin Thomas
SENCo	Ms Helen Bunn
Finance Manager	Mrs Caroline Dunne
IT Manager	Mr Tom Smith
Head of Department(s)	

Purpose of the policy

The purpose of this policy is to:

- ▶ identify exams-related information/records held by the exams office
- ▶ identify the retention period
- ▶ determine the action required at the end of the retention period and the method of disposal
- ▶ inform or supplement the centre-wide records management policy



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the SENCo relating to an access arrangement candidate.	To be retained by the SENCo as records owner at end of the candidate's final exam series.	Confidential waste/shredding
Attendance register copies		To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 22]	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Safe disposal
Candidates' work	Non-examination assessment work (Inc. Non-examination assessment, coursework, portfolios) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	Returned to candidates or safe disposal



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		[Reference GR 3, 5]	
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. [Reference GR 5]	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction. [Reference GR 5]	Confidential destruction
Certificate issue information	A record of certificates that have been issued to candidates.	[Reference GR 5]	
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	To be stored in safe storage until appropriate date of pre-release.	Confidential destruction
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Dispatch logs	Proof of dispatch of exam script packages to	To be retained until after the deadline for EARs or	Confidential destruction



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service	until any appeal, malpractice or other results enquiry has been completed, whichever is later.	
Entry information	Any hard copy information relating to candidates' entries.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Exam question papers	Question papers for timetabled written exams.	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam. Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed. [Reference ICE 23 and GR 5,6]	Confidential destruction if not collected by teaching staff
Exam room checklists	Checklists confirming room conditions and	To be retained until after the deadline for EARs or until any appeal,	Confidential destruction



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	invigilation arrangements for each exam room.	malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 11]	
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of. [Reference ICE 30]	Confidential disposal
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
Invigilation arrangements	See <i>Exam room checklists</i>		



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	
Moderator reports		To be immediately provided to the Head of Centre and Learning Leader as records owner.	
Overnight supervision information	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes for the relevant exam series.	Confidential destruction
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential destruction
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.		Confidential destruction



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies downloaded by the centre where the awarding body provides online access to scripts.	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required.	Confidential disposal
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.		
Private candidate information	Any hard copy information relating to private candidates' entries.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	To be retained until the work is returned to the Centre	
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been	Confidential destruction



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		completed, whichever is later. [Reference ICE 11]	
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results.	Confidential destruction
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	Until the Awarding Body confirms the outcome of the investigation and all appeals have finished	Confidential destruction
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate	To be retained until the transfer arrangements are	Confidential destruction



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	arrangement submitted to an awarding body for a candidate.	confirmed by the awarding body.	
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction



APPENDIX 8
General Data Protection Regulation Policy
Refer to Cox Green School GDPR Policy



Appendix 9 Lockdown Policy

Role	Name(s)
Head of centre	Ms Cathrin Thomas
Exams officer	Mrs Gwyneth Edwards
SLT member(s)	Mr Andrew Shields

Purpose of the policy

This policy details the measures taken at Cox Green School in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

- ▶ an incident or civil disturbance in the local community which poses a risk
- ▶ an intruder on the site with the potential to pose a risk
- ▶ local risk of air pollution, such as a smoke plume or gas cloud
- ▶ a major fire in the vicinity
- ▶ a dangerous animal roaming loose
- ▶ any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

Cox Green School has devised lockdown procedures after consulting GOV.UK's [Developing Dynamic Lockdown Procedures](#) guidance.

With regard to conducting examinations, the focus before, during and after an exam will be:



- ▶ the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- ▶ maintaining the integrity and security of the examinations/assessments process
- ▶ how to achieve an effective lockdown
- ▶ how to let people know what's happening
- ▶ training staff engaged/involved in the conducting of examinations
- ▶ STAY SAFE principles (Run, Hide, Tell)

Roles and responsibilities

Head of centre

- ▶ To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- ▶ To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- ▶ To arrange appropriate training for all exams-related staff in lockdown procedures
- ▶ To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due it being locked down
- ▶ To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the room becomes unsafe
- ▶ To provide written lockdown procedures for exam room/invigilator use
- ▶ To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior leadership team (SLT)

- ▶ To have accountability for all exams staff and candidates taking examinations during a lockdown
- ▶ To run training/drills for examination candidates on lockdown procedures
- ▶ To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations
- ▶ To have a presence around exam room areas prior to the start of each exam session
- ▶ To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown



- ▶ To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Exams officer

- ▶ To train invigilators in the centre's lockdown procedure
- ▶ Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown
- ▶ To assist with Lockdown training for staff and students where applicable to the conducting of examinations

Invigilators

- ▶ To be aware of the centre's lockdown procedure
- ▶ To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- ▶ Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room

Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- ▶ A member of SLT will be present around exam room areas
- ▶ Candidates will be instructed to enter the exam room immediately
- ▶ Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- ▶ Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- ▶ The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- ▶ Invigilators will



- ▶ lock all windows and close all curtains/blinds
- ▶ switch off all lights
- ▶ lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- ▶ take an attendance register/head count if possible
- ▶ (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- ▶ Invigilators will:
 - ▶ tell candidates to stop writing immediately and turn their papers over.
 - ▶ collect the attendance register
 - ▶ make a note of time when the examination was suspended
 - ▶ instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
 - ▶ where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
 - ▶ lock all windows and close all curtains/blinds
 - ▶ switch off all lights
 - ▶ lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - ▶ (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- ▶ Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- ▶ The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services



- ▶ If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
- ▶ The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- ▶ Invigilators will:
 - ▶ stop dismissing candidates from the exam room
 - ▶ instruct candidates who have left the room to re-enter the exam room
 - ▶ instruct candidates to remain silent and hide under examination tables
 - ▶ where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
 - ▶ lock all windows and close all curtains/blinds
 - ▶ switch off all lights
 - ▶ lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
 - ▶ (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- ▶ Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

Ending a lockdown

- ▶ The lockdown will be ended by either
 - ▶ the sound of a defined alarm or
 - ▶ the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room



- ▶ A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- ▶ Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- ▶ Where applicable and if advised to do so by SLT/ head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination
- ▶ Invigilators will then:
 - ▶ ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
 - ▶ recalculate the revised finish time(s) to allow for the full exam time
 - ▶ tell the candidates to turn their papers over and re-start their exam
 - ▶ amend the revised finish time(s) on display to candidates
 - ▶ note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)
- ▶ The exams officer will
 - ▶ provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
 - ▶ safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- ▶ Where applicable/possible/available, SLT/exams officer will
 - ▶ negotiate any alternative exam sittings with the awarding bodies
 - ▶ offer, arrange and provide support services to staff and candidates
- ▶ At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- ▶ Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support
 - ▶ If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website



Appendix 10
Word Processor Policy

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENCo	Ms Helen Bunn
Exams officer	Mrs Gwyneth Edwards
SLT member(s)	Mr Andrew Shields
IT manager	Mr Tom Smith



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 2020-2021* and ICE to JCQ *Instructions for conducting examinations 2020-2021*.

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

Cox Green 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

Cox Green 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 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

Word processors and their programmes

Cox Green 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

Laptops and tablets

Cox Green 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:

- ▶ Seated in a separate room in order to minimise keyboard noise and allow printing



Appendix 11 NEA Policy

Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of centre	Ms Cathrin Thomas
Quality assurance lead/ Lead internal verifier	Mr Danny Edwards
SLT member(s)	
SENCo	Ms Helen Bunn
Exams officer	Mrs Gwyneth Edwards



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

Purpose of the policy

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

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

What are non-examination assessments?

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

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

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

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



The basic principles

Head of centre

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

Senior leaders

- ▶ Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions
- ▶ Ensure the centre-wide calendar records assessment schedules by the start of the academic year
- ▶ Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit for GCSE (9-1) Computer Science

Quality assurance (QA) lead/Lead internal verifier

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

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 (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 candidates (including distance learners and home educated students) for components of non-examination assessment



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

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

Task setting

Subject 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



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

Keeping materials secure

Subject teacher

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

- ▶ 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*

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

- ▶ Attends awarding body training as required to ensure familiarity with the mark scheme/marking process
- ▶ Marks candidates' work in accordance with the marking criteria provided by the awarding body



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

Internal standardisation

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

Subject teacher

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

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

- ▶ Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body 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 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 candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Subject 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.)

Exams officer

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

External moderation - feedback

Subject 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
- ▶ Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher



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

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

Subject teacher

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

Exams officer

- ▶ Signposts the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre
- ▶ Signposts the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to 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 alleged, suspected or actual malpractice

Enquiries about results

Head of centre

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



Subject 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 \(Information and guidance to centres...\)](#)
- ▶ 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

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
- ▶ Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject head/lead



- ▶ Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- ▶ Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- ▶ 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>	I.T. Technical Support
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>	Learning Leader
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>	Learning Leader



	<i>Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	Exams Officer
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification</i>	Exams Officer



	<i>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>	Learning Leader & Exams Officer
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>	Exams Officer
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication</i> <i>Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification</i>	Learning Leader



	<p><i>in relation to the supervision of candidates</i></p> <p><i>Confirm subject teachers understand their role and responsibilities as detailed in the Centre's non-examination assessment policy</i></p>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i></p> <p><i>An internal investigation and where appropriate internal disciplinary procedures are followed</i></p>	Head of Centre & Exams Officer
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<p><i>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 candidate</i></p>	SENCo
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p><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></p> <p><i>Regular monitoring of subject teacher completed records and</i></p>	Quality assurance lead/Lead internal verifier



	<p><i>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>	
<p>Candidate 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 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>	<p>Learning Leader</p>
<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>	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p>	<p>Head of Centre & Exams Officer</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>Candidate does not reference information from published source</p>	<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>	<p>Learning Leader</p>
<p>Candidate does not set out references as required</p>	<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>	<p>Learning Leader</p>



Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Exams Officer & Learning Leader
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>	Exams Officer
An excluded pupil 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 If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Head of Centre
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Learning Leader



<p>A candidate fails to acknowledge sources on work that is submitted for assessment</p>	<p><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></p> <p><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></p> <p><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></p>	<p>Learning Leader</p>
Word and time limits		
<p>A candidate 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, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	<p>Learning Leader</p>
Collaboration and group work		



Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Learning Leader
Authentication procedures		
<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>	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	Head of Centre & Exams Officer
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document</i>	Learning Leader



	<p><i>Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	
Subject teacher not available to sign authentication forms	<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>	Senior Leader
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<p><i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i></p>	Learning Leader
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i></p>	Learning Leader



Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i>	Exams Officer
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Exams Officer
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>	Head of Centre
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i> <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</i>	Learning Leader



	<i>of zero is submitted to the awarding body</i>	
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 (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	Exams Officer
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 (section 5), to determine eligibility and the process to be followed for lost or damaged work</i>	Learning Leader & Exams Officer
Candidate malpractice is discovered	<i>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</i>	Head of Centre & Exams Officer
A teacher marks the work of his/her own child	<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>	Learning Leader



	<i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Exams Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Exams Officer
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to</i>	Learning Leader & Exams Officer



	<p><i>change through the awarding body's moderation process</i></p> <p><i>Candidates 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 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/request for a review of the centre's marking prior to the submission of marks to the awarding body</i></p>	
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero</i></p>	<p>Learning Leader & Exams Officer</p>



	<i>submitted to the awarding body for the candidate</i>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	Head of Centre
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>	



Appendix 12

ASDAN Fair Assessment Policy

Statement of Assessment

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access

Students are given a copy of this policy by their ASDAN tutor at the beginning of the course.

All tutors are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from students, tutors and external organisations.

What students 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 requirement
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to the requirements of the awarding body

Students 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 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.
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another students answers during a test or examination
- They talk during a test or examination

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body. If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.