T U D O R   G R A N G E   A C A D E M Y
National Teaching School & National Support School

Exams Policy 2023-24

Document title	TGAS Exams Policy
Author / originator	Mr Andrew Wright
Date of Approval	July 2023
Approving committee	LGB
Policy review date	July 2024

This policy will be brought to the attention of staff, students and parents at least once a year.

Key staff involved in the exams policy

Role	Name(s)
Head of centre	Mrs Claire Smith
Exams officer line manager (Senior Leader)	Mr Andrew Wright
Exams officer	Ms Lily Chan
SENDCo	Mrs Clare Young
SLT member(s)	Mr Thomas Pole
	Ms Kenenza Knowles
	Mrs Jenny Fitzroy
	Mr Matthew Boyle
	Mr Kyle Hindley
	Mrs Nicola Thompson

Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- all aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to and copies given to all members of the Senior Team, Curriculum Leaders and the SENDCo.

Subject leaders to pass on any relevant information to their departments.

An electronic version is found at: *Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24.*

Roles and responsibilities overview

The head of centre is the individual who is accountable to the awarding bodies for ensuring that the centre is compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times.

The examinations officer is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The head of centre may not appoint themselves as the examinations officer. A head of centre and an examinations officer are two distinct and separate roles.

Head of Centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
  - ➢ General Regulations for Approved Centres (GR)
  - ➢ Instructions for Conducting Examinations (ICE)
  - ➢ Access Arrangements and Reasonable Adjustments (AA)
  - ➢ Suspected Malpractice in Examinations and Assessments (SMEA)
  - ➢ Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)
  - ➢ A guide to the special consideration process (SC)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments

- Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the head of centre's declaration which is then kept on file for inspection purposes

> **<u>Head of centre declaration</u>**
>
> Hard copy in Exams Office Policy Folder
>
> Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24.
>
> Also found in Appendix 1

- Enables the relevant senior leader(s), the examinations officer and the SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Appoints a SENCo who will determine appropriate arrangements for candidates with learning difficulties and
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Makes sure that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the subject department and/or preparing the candidates for the examination, is not an invigilator during the timetabled written examination or on-screen test
- Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including
    - the location of the centre's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials
    - appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff
    - access to the secure room and secure storage facility is restricted to the authorised 2-4 key holders
    - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
    - that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- Through taking an ethical approach and working proactively to avoid malpractice among candidates and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place
- Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately

- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence)

> **Exam contingency plan**
>
> Hard copy in Exams Office Policy Folder
>
> Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24.
>
> Also found in Appendix 2

- Ensures required internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers

> **Internal appeals procedures**
>
> Hard copy in Exams Office Policy Folder
>
> Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24.
>
> Also found in Appendix 3

- Ensures the centre's disability policy demonstrating the centre's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements

> **Disability policy**
>
> Hard copy in Exams Office Policy Folder
>
> Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24

- Ensures a complaints and appeals procedure covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers

> **Complaints and appeals procedure**
>
> Hard copy in Exams Office Policy Folder
>
> Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24

- Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

> **Child protection/safeguarding policy**
>
> Hard copy in Exams Office Policy Folder
>
> Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24

- Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations

> **<u>Data protection policy</u>**
>
> Hard copy in Exams Office Policy Folder
>
> Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24
>
> (See also:
> - Understanding and dealing with issues relating to parental responsibility www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility
> - School reports on pupil performance www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers)

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments

> **<u>Access arrangements policy</u>**
>
> Hard copy in Exams Office Policy Folder
>
> Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24

- Ensures the relevant awarding bodies are informed of any **Conflict of Interest** where
  - a member of centre staff is taking a qualification at the centre which includes internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre)
  - a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with a personal connection to the candidate
- Maintains records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where
  - a member of exams office staff have a personal connection to a candidate being entered for exams and assessments at the centre or at another centre
  - a member of centre staff is taking a qualification at the centre which does not include internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre)
  - a member of centre staff is taking a qualification at another centre
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do **not** forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications

- Ensures members of centre staff do **not** advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment or JCQ personnel

Exams officer

- Understands the contents of annually updated JCQ publications including:
    - General Regulations for Approved Centres
    - Instructions for Conducting Examinations
    - Suspected Malpractice in Examinations and Assessments
    - Post-results services (PRS)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENDCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials

Senior leaders (SLT)

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
    - General Regulations for Approved Centres
    - Instructions for Conducting Examinations
    - Access Arrangements and Reasonable Adjustments
    - Suspected Malpractice in Examinations and Assessments
    - Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
    - A guide to the special consideration process

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
    - Access Arrangements and Reasonable Adjustments
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Head of department (HoD)

- Ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo
- Ensures teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensures teaching staff attend relevant awarding body training and update events

Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

Invigilators

- Attend/undertake training, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

- Support the EO in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials

Site staff

- Support the EO in relevant matters relating to exam rooms and resources

Candidates

- Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

The Exam Cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

a) **planning**
b) **entries**
c) **pre-exams**
d) **exam time**
e) **results and post-results**

This policy identifies roles and responsibilities of centre staff within this cycle.

a) Planning: roles and responsibilities

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ publications including GR, ICE, AA, SMEA, NEA (and the instructions for conducting coursework) and SC

Exams officer

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that have been updated
- Signposts relevant centre staff to JCQ information that should be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of [insert the titles these internal exams are referred to in the centre]

Head of department

- Responds (or ensures teaching staff respond) to requests from the EO on information gathering
- Meets the internal deadline for the return of information
- Informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Notes the internal deadlines in the annual exams plan and directs teaching staff to meet these

<u>Access arrangements</u>

Head of centre

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments
- Ensures a written process is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication <u>Access Arrangements and Reasonable Adjustments</u>
- Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENDCo

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed **Personal data consent, Privacy Notice (AAO) and Data Protection confirmation** forms (candidate personal data consent form) from candidates where required
- Applies for **approval** through **Access arrangements online** (AAO) via the **Centre Admin Portal** (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if any documentation is kept electronically, in the event of IT failure at the time of an inspection is able to access this documentation in an alternative format)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Provides and annually reviews a centre policy on the **use of word processors** in exams and assessments

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<u>Word processor policy (exams)</u>

Hard copy in Exams Office Policy Folder

Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies\TGAS Exam Policies 2023-24

Also found at Appendix 4

- Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Senior Leaders, Head of department, Teaching staff

- Support the SENCo in determining and implementing appropriate access arrangements
- Provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre

- Provides fully qualified teachers to mark non-examination assessments
- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- Ensures a **non-examination assessment policy** is in place for GCE and GCSE qualifications which include components of non-examination assessment (For CCEA GCSE centres this would be a controlled assessment policy)

Non-examination assessment policy

Hard copy in Exams Office Policy Folder

Electronic copy found at Q:\Services\Exam Administration\TGA Exams Policies 2023-24

- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place

Head of department

- Ensures teaching staff delivering any remaining legacy GCE unitised AS and A-level qualifications (which include elements of coursework), AQA Applied General qualifications, OCR Cambridge Nationals, Entry Level Certificate or Project qualifications follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- Ensures teaching staff delivering GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body
- Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ *information for candidates* documents that are annually updated

Invigilation

Head of centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times

Exams officer

- Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides training for new invigilators on the instructions for conducting exams and an annual update ~~event~~ for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are briefed on the access arrangement candidates in their exam room (and that these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible

- Collects evaluation of training to inform future events

b) Entries: roles and responsibilities

1).Estimated entries

Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- Makes candidates aware of the JCQ Information for candidates – Privacy Notice at the start of a vocational qualification or when entries are being processed for a general qualification

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Estimated entries collection and submission procedure

EO at start of academic year collects information on GCSE/A-level courses running, option codes and groups. Rough estimated entries are produced

Once basedata is available in November, entry sheets with codes/options for teaching groups are produced.

HoD complete these in conjunction with department staff.

Entries are done and lists produced which go back to HoDs for checking. Once checked, entries are approved by SLT line managers before submission.

Head of department

- Provides entry information requested by the EO to the internal deadline
- Informs the EO immediately of any subsequent changes to entry information

2). Final entries

Exams officer

- Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs HoDs of subsequent deadlines for making changes to final entry information without charge
- Confirms with HoDs final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies

Head of department

- Provides information requested by the EO to the internal deadline
- Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
  - ➢ changes to candidate personal details
  - ➢ amendments to existing entries
  - ➢ withdrawals of existing entries
- Checks final entry submission information provided by the EO and confirms information is correct

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Final entries collection and submission procedure

Once basedata is available in November, Bromcom is populated with relevant codes/entry options.

Entry sheets are then produced and passed to HoD

HoD complete these in conjunction with department staff.

Entries are then submitted into Bromcom

New entry sheets with final entries on are then returned to HoDs for checking and signing off.

Following any amendments these are then submitted to the exam board…

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Entry fees

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Principle/SLT set exams budget at start of year. Once entries have been collected and ready for submission, an invoice is raised for the Finance Dept.

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Late entries

Exams officer

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets

Head of department

- Minimises the risk of late entries by
  - following procedures identified by the EO in relation to making final entries on time
  - meeting internal deadlines identified by the EO for making final entries

Private candidates

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Only candidates doing A-level retakes are permitted at this centre. Candidates not known to this centre are not permitted to take examinations here.

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Candidate statements of entry

Exams officer

- Provides candidates with statements of entry for checking

Teaching staff

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates

- Confirm entry information is correct or notify the EO of any discrepancies

c). Pre-exams: roles and responsibilities

<u>Access arrangements</u>

SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor

<u>Briefing candidates</u>

Exams officer

- Issues individual exam timetable information to candidates and informs candidates of any contingency day awarding bodies may identify in the event of national or local disruption to exams
- Prior to exams issues relevant JCQ information for candidates documents
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
  - ➢ exam timetable clashes
  - ➢ arriving late for an exam
  - ➢ absence or illness during exams
  - ➢ what equipment is/is not provided by the centre
  - ➢ food and drink in exam rooms
  - ➢ wrist watches in exam rooms
  - ➢ when and how results will be issued and the staff that will be available
  - ➢ the post-results services and how the centre deals with requests from candidates
  - ➢ when and how certificates will be issued

> **<u>Access to scripts, reviews of results and appeals procedures</u>**
>
> Candidates can discuss their results with SLT/EO/Subject teachers on results day.
>
> Advice and guidance is given at this time.
>
> A form outlining EAR services/costs/outcome times is available on results day.
>
> Completed forms (signed by the candidate) and any fees are returned to the EO.
>
> Candidates are notified by email of the outcome of any EAR.
>
> Scripts will be made available for collection from reception.

Dispatch of exam scripts

Exams officer

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Estimated grades

Head of department

- Ensures teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

Exams officer

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent

Internal assessment and endorsements

Head of centre

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

SENDCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

Head of department

- Ensures teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensures teaching staff assess endorsed components according to awarding body requirements
- Ensures teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

Invigilation

Exams officer

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on appointment and updates experienced invigilators annually
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator [acting as a practical assistant, reader or scribe] are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensuring all relevant rules are being adhered to and supporting the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates

SENDCo

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

Invigilators

- Provide information as requested on their availability to invigilate throughout an exam series

JCQ Centre Inspections

Exams officer or **Senior leader**

- Will accompany the Inspector throughout a visit

SENDCo or relevant **Senior leader** (in the absence of the SENDCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify candidate identity including private candidates

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Verifying candidate identity procedure

Candidates are lined up by SLT/HoDs in seating order outside the venues in Oak playground before being escorted in. Those missing/ absent can be identified at this early stage.

Only internal candidates take exams so all known to SLT/HoD.

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan)

Invigilators

- Follow the procedure for verifying candidate identity provided by the EO
- Seat candidates in exam rooms as instructed by the EO/on the seating plan

Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only delivered to those authorised by the head of centre.
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Ensures the secure storage facility contains only current and live confidential material
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)

Reception staff

- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transferal to the secure storage facility

Teaching staff

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)

> **Overnight supervision arrangements policy**
>
> Meetings with candidate/parent/SLT/EO take place if potential of overnight supervision.
>
> As a last option this might be granted and appropriate forms completed.
>
> On exam clash exam day, once exams have started, candidate is chaperoned at all times by EO/invigilator.
>
> When exams are finished for the day, candidate is escorted to reception and stays in care of EO till parents arrive to take home.
>
> The following morning the candidate is accompanied to school by parents and handed to care of EO who allocates an invigilator to chaperone candidate till clash exams have been completed.

- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios

- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENDCo regarding rooming of access arrangement candidates

SENDCo

- Liaises with the EO regarding rooming of access arrangement candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Site staff

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

Alternative site arrangements

Exams officer

- Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ *Alternative Site arrangement* notification through CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Centre consortium arrangements

Exams officer

- Processes applications for *Centre Consortium arrangements* through CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Head of department

- Informs the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

Transferred candidate arrangements

Exams officer

- Liaises with the host or entering centre, as required
- Processes requests for *Transferred Candidate arrangements* through CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements

Internal exams

Exams officer

- Prepares for the conduct of internal exams under external conditions
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation

SENDCo

- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff

- Provide exam papers and materials to the EO
- Support the SENDCo in making appropriate arrangements for access arrangement candidates

d). Exam time: roles and responsibilities

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams
    - applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence policy

Once a candidate has been identified as absent, reception is informed and a call home made.

If contact can't be made and the candidate fails to turn up they are recorded as absent and this is indicated on the exam register and the master seating plan

---

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates

- Are re-charged relevant entry fees for unauthorised absence from exams

Candidate behaviour
See *Irregularities* below.

Candidate belongings
See *Unauthorised materials* below.

Candidate late arrival

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a *report on candidate admitted very late to examination room* through CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

Invigilators

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log

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Candidate late arrival policy

Once a candidate has been identified as absent, reception is informed and a call home made.

If candidate lets us know where they are or that they are on their way then provision will be made for them to enter the exam late.

The arrival time of late candidates will be noted and the EO will complete the necessary JCQ forms. The Lead Invigilator will also note arrival time on master seating plan.

Conducting exams

Head of centre

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

Exams officer

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

Dispatch of exam scripts

Exams officer

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant exam question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks the day, date, time, subject, unit/component and tier of entry if appropriate, immediately before a question paper packet is opened
- Ensures this additional/second check (which takes place in the secure room if a question paper packet has to be split or in the designated exam room if not) is recorded
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

Exam rooms

Head of centre

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only authorised centre staff are present in exam rooms
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

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Policy on candidates leaving the exam room temporarily

Candidates are allowed to leave the examination room temporarily, (toilet/panic attack/unwell/need of medication).
They **must** be accompanied by a member of centre staff, (EO/invigilator) at all times.
This **must not** be the candidate's subject teacher or a subject expert for the examination in question.
Candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence

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Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that this must be on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

Site staff

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

Invigilators

- Conduct exams in every exam room according to JCQ *Instructions for conducting examinations* and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

<u>Irregularities</u>

Head of centre

- Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

Senior leaders

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

> **Removal of Disruptive Candidates Policy**
>
> Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room.
>
> The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification.
>
> The invigilator must record what has happened in the exam log
>
> If disruption continues the EO/SLT is sent for and, if necessary, the candidate removed from the exam.
>
> (The head of centre has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room).

Malpractice

See *Irregularities* above.

Special consideration

Exams officer

- Processes appropriate requests for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline

> **Special consideration policy**
>
> This must be a candidate/parent request after an exam has been sat.
>
> If a candidate presents themselves with a condition/circumstance that means a case for special consideration can be applied for, the EO will make such an application.
>
> The EO will need any relevant medical details plus a doctor/medical professional contact and dates/times when the condition arose.

Candidates

- Provide appropriate evidence to support special consideration requests, where required

Unauthorised materials

> *Candidates store all personal items in the Bag Store and only take into the exam room permitted items, (clear pencil case/calculators etc).*
> *Invigilators check candidates as they enter the exam venues.*
> *In the examination room candidates must not have access to items other than those stated in the instructions on the question paper, the stationery list or the specification for that subject.*
> *If candidates have access to unauthorised items in the examination room this may be considered as malpractice. They could be subject to penalties in accordance with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures - http://www.jcq.org.uk/exams-office/malpractice*
> *The invigilator, prior to the examination starting, must ensure that candidates have removed their wrist watches, placing them on their desks.*

Invigilators
- Are informed of the arrangements through training

Internal exams

Exams officer

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

Invigilators

- Conduct internal exams as briefed by the EO

e). Results and post-results: roles and responsibilities

Internal assessment

Head of department

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates or disposed of according to the requirements

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensures senior members of staff are accessible to candidates after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

Accessing results

Head of centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates

Exams officer

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

Post-results services

Head of centre

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

Exams officer

- Provides information to candidates (including private candidates) and staff on the services provided by awarding bodies and the fees charged (see also above *Briefing candidates* and *Access to scripts, enquiries about results and appeals procedures*)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

Analysis of results

[Mr Andrew Wright]

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the secondary school and college (key stage 4/16-18) performance tables *June and September checking exercise*

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

Issue of certificates procedure

On arrival from the examination boards, the certificates are checked and sorted into candidate labelled envelopes. A date is set by SLT for candidates to come into school and sign and collect them. Candidates may arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

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> **Retention of certificates policy**
>
> Currently, due to having the capacity, all certificates are securely retained.

Exams Review: roles and responsibilities

Exams officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

Senior leaders

- Work with the EO to produce a plan to action any required improvements identified in the review

Retention of records: roles and responsibilities

Exams officer

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
- Provides an exams archiving policy that identifies information held, retention period and method of disposal

Appendices

Appendix 1: Head of Centre Declaration

Appendix 2: 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 Tudor Grange Academy. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

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

This plan complies with JCQ general regulations (section 5) in that:

> The centre agrees to *"have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;"*

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:

- Documented procedures manual available (SIMs produced)
- SLT to nominate a 'deputy' to cover a Exams officer. (Kathryn Smith for Exams Admin)
- VLE to publish information for students as required.
- Venue for distribution of exams results determined by Exams SLT line manager (Andrew Wright)

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

- *Planning*
  - candidates not tested/assessed to identify potential access arrangement requirements
  - 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:

- SLT line manager available to step in to manage SENCO role (Andrew Wright)
- Day to day exams to be covered by Andrew Wright
- Exams officer to liaise daily with SLT to highlight any issues

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:

- HoF to step into role of HoD to produce required information for exams officer.
- SLT Line Managers to support HoF in producing required information for exams officer
- Departments mobilised(via SLT/HoF/HoD) to support absent staff and produce data for exams officer

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:

- School to use network of contacts to ensure adequate invigilator numbers available (agencies etc)
- All school invigilators trained with an termly update meeting.

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:

- Prior to exams, exams officer informs SLT of requirements for rooms and whole school plan initiated which might mean non exam year groups kept at home on that exam day/school initiates an alternative school day
- Unforeseen incident, students assemble at published exam time in location where they can be chaperoned under appropriate conditions.
- Students not seating exams might be moved to accommodate exam students (Venues checked for appropriateness before students allowed in).
- Exam board would be informed of events and solution offered by school

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:

- School has third party support from our MIS provider (IT Services) for major system failures, (Steve Groutage)
- Entry information gathered and submitted well before 21st February deadline. Paper copies kept in case of MIS failure which can be faxed to exam boards if needed.
- School has the capacity to download information via 4G in emergencies

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

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

Centre actions:

- Exams officer to inform examination boards
- VLE to provide information to parents and study support to students
- SLT to seek alternate provision for students to sit exams. Information relayed to students via group call/VLE

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

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

Centre actions:

- Exams officer would gather all relevant information and supporting evidence (if relevant).
- Exams officer to inform support agencies (if relevant)
- Exams officer to inform examination boards and submit Special Consideration Form (if appropriate)

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

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions:

- Exams officer informs exam boards and JCQ
- SLT to seek alternative provision
- Group call/VLE updates for students

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

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

Centre actions:

- Exam boards informed that papers haven't arrived.
- Exams officer to download emergency scripts as they become available and photocopy required numbers (exam paper security rules adhered to at all times).

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

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

Centre actions:

- Scripts to be kept secure in exam store
- If necessary, exams officer to take scripts to local Parcel Force PO collection point (Solihull Town Centre Post Office).

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

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

Centre actions:

- Exams officer to gather any data/marks available.
- Exams officer to inform examination boards and provide a summary of events.
- Exams officer to return appropriate forms covering lost work.

13. Centre unable to distribute results as normal

<u>Criteria for implementation of the plan</u>

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

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

<u>Centre actions:</u>

- Exams officer notifies exam boards/JCQ
- SLT use VLE/group call to update parents/students.
- Download of results via third part and distribution on site/alternative SLT venue
- School has the capacity to upload post results inquires via 4G in emergencies
- Use of Parent Portal to up date parents
- Lorna Marson to coordinate

Causes 7-13 – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

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 3: Internal appeals procedures

Appeals procedure against internal assessment decisions

Tudor Grange Academy is committed to ensuring that internal assessments are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents.

This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills, and training in this activity
- Subject staff authenticating candidates work according to the requirements of the relevant awarding body
- A process of internal moderation and standardisation led by nominated staff

An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

All appeals must follow the procedure detailed below.
Note - appeals may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

1. Appeals should be made as early as possible and **at least two weeks before** the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the summer exam series)
2. Appeals should be made using the **internal appeals form** completed by the candidate (or parent/carer)
3. The head of centre will appoint a member of the senior leadership team, who has no involvement in the assessment process for that subject to conduct the investigation
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements as detailed in the awarding body specification(s) and/or subject-specific associated documents
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to internal assessment procedures
6. The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity in procedures to light, the awarding body will be informed

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of Tudor Grange Academy and is not covered by this procedure.

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

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

The service, *enquiries about results* (EARs), may be requested by centre staff or candidates (or their parents/carers) if there are reasonable grounds for believing there has been an error in marking.

If a query is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre's expense.

When Tudor Grange Academy does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

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

Appeals procedure following the outcome of an enquiry about results

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

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

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

Internal appeals form

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

Please tick to indicate what the appeal is against:

☐ **an internal assessment decision**

☐ **the centre decision not to support an enquiry about results**

☐ **the outcome of an enquiry about results**

Name of appellant		Candidate name if *different to appellant*	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against an internal assessment decision
Appellant declaration
By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

Signature: **Date of signature:**

Appeal against the centre decision not to support an enquiry about results
Appellant declaration
By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature: **Date of signature:**

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

Signature: **Date of signature:**

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure.

The internal appeals procedures for [insert centre name] have been produced to demonstrate compliance with the following:

JCQ *General Regulations for approved centres* http://www.jcq.org.uk/exams-office/general-regulations

Controlled Assessments, Coursework and Portfolios of Evidence
5.8 The centre agrees to
have in place, and be available for inspection purposes, a **written** internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

Post-Results Services and Appeals
5.14 The centre agrees to
have available for inspection purposes and draw to the attention of candidates and their parents/carers, a **written** internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal; (A centre may place its internal appeals procedure on the school/college website or alternatively the document may be made available to candidates upon request.)

JCQ *Post-results services* http://www.jcq.org.uk/exams-office/post-results-services

6.4 Submission of requests
Centres **must** have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure **must** be made widely available. Centres **must** therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. **Awarding bodies can only enter into discussions over enquiries about results with centres and private candidates.**

7. Appeals
Centres **must** have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an appeal should be submitted to the relevant awarding body. The formal appeals procedure **must** be made widely available. Centres **must** therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an appeal, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. **Awarding bodies can only enter into discussions over appeals with centres and private candidates.**

JCQ *A guide to the awarding bodies' appeals processes* http://www.jcq.org.uk/exams-office/appeals
12. Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

Ofqual *GCSE, GCE, Principal Learning and Project Code of Practice*
https://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice
9.13 The awarding organisation must require centres offering its examinations to ensure that they have in place:
  iii. a formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision
    by the centre not to support an enquiry.
    Centres must be required to ensure that the procedures are published and made widely available and
    accessible to all candidates and their carers.
9.14 In deciding whether to support an enquiry or appeal, centres should take account of all relevant factors and afford candidates or their carers a reasonable opportunity to express their views.

Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal.

Further information can be obtained from:
http://www.jcq.org.uk/exams-office/controlled-assessments

http://www.jcq.org.uk/exams-office/coursework
https://www.gov.uk/appeal-exam-result

http://www.jcq.org.uk/examination-system/the-appeals-process

Appendix 4: Word Processer Policy

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

(References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2017/18* and ICE to JCQ *Instructions for conducting examinations 2017/18*.)

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

The use of a word processor will not be granted to a student because he/she prefers to type rather than write or because he/she can work faster on a keyboard or because he/she uses a laptop at home.

Reasons why the use of a word processor might be granted:

- The student has a Specific Learning Difficulty which has a substantial and long term adverse effect on their ability to write legibly or fluently.

- Formal assessment has shown the student to have a below average speed of handwriting.

- Formal assessment has indicated that a student has illegible handwriting (i.e. 10% or more words are illegible in context) and teachers judge this to be significantly impacting on his/her performance in assessed work.

- A student has a medical condition or physical disability which impacts on his/her ability to write by hand. [Here evidence will be required from a relevant medical professional].

NB: the above list is not exhaustive.

In all cases the use of a word processor must be the student's normal way of working prior to the exam series in question.

When a word processor is used in any internal/public examination in accordance with this policy, the grammar and spell check facility and any predictive text facility must be disabled unless the student has also been granted the use of a scribe/spell check in accordance with JCQ regulations.

Any student wishing to use a word processor in public examinations must consult with the SENCo at the start of their examination course to confirm that they qualify to do so.

The use of word processors in controlled assessment or coursework components will be considered standard practice unless prohibited by the specification.

- 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.

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

- 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.

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework).

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; or
- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests and mock examinations.

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

Tudor Grange Academy complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their <u>normal way of working within the centre</u>. (See the first example on page 7 and the examples on page 55).

For example, the quality of language <u>significantly </u>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 braillers and tablets)

(AA 5.8.2)

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

(AA 5.8.3)

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

N.B. 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)

For the regulations on the use of word processors in written examinations, please see section 8.8, page 25 of the JCQ publication *Instructions for conducting examinations* (commonly known as the JCQ 'ICE' booklet)
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Word processors and their programmes

Tudor Grange Academy complies with ICE 8.8 *Word processors* instructions by ensuring that a word processor:

 • must be used as a type-writer, not as a database, although standard formatting software is acceptable;

• must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, the centre must provide a memory stick to the candidate, which is cleared of any previously stored data;

• must be in good working order at the time of the examination;

• must be 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 in another room, a separate invigilator will be required;

• must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;

• must be used to produce scripts under secure conditions, otherwise they may be refused;

• must not be used to perform skills which are being assessed;

• must not be connected to an intranet or any other means of communication;

• must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;

• must not include graphic packages or computer aided design software unless permission has been given to use these;

• must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;

• must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;

• must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Laptops and tablets

Tudor Grange Academy further complies with ICE 8.8 instructions by ensuring:

- Tablets are designed to run for a long period of time once fully charged. Their purpose is to be 'free-standing'.

- The battery capacity of a laptop or a tablet must be checked before the candidate's examination(s). *The centre must ensure that the battery is sufficiently charged for the entire duration of the examination.*

- The use of a fully charged laptop or tablet will allow a centre to seat a candidate 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:

- Where possible students using word processors will be housed in the main exam hall at the rear of the room so they cannot be overlooked by other candidates.

- If this is not possible then they will be housed together in a smaller room within the school.

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

- When housed within the main exam hall invigilators will be made aware of students using word processors and will be informed of the processes involved. ICT Technicians will be available to assist at the end of the exam to ensure scripts are printed off correctly with students still present to handover to the Lead Invigilator to send off to the exam board with the rest of the cohorts completed papers.

- When housed in a separate exam room from the main cohort the invigilator will be informed of the processes involved. ICT Technicians will be available to assist at the end of the exam to ensure scripts are printed off correctly with students still present to handover to the Lead Invigilator to send off to the exam board with the rest of the cohorts completed papers.

Other arrangements relating to the use of word processors include:

- A JCQ Form 4 will be handed over to the invigilator at the beginning of each exam for each student using a word processor.

Appendix 5: Emergency evacuation policy

Emergency evacuation procedure 2023/24

In the event of an emergency evacuation of an exams room for events such as:
- Fire/Fire alarm
- Bomb alert
- Any other emergency which requires an evacuation of an exams room

Invigilators at Tudor Grange Academy have been informed that they must take the following action (in accordance with JCQ Instructions for conducting examinations (ICE) regulation 18: Emergencies):

1. Stop the candidates from writing.

2. Collect the attendance register (in order to ensure all candidates are present).

3. Evacuate the examination room in line with the instructions given by the appropriate authority.

   In the event of a fire alarm at Tudor Grange Academy during exams the instruction is: **Invigilators should await instructions from a member of SLT or the Exams Officer on whether the exam room should be evacuated.**

4. Advise candidates to leave all question papers and scripts in the examination room.

   4a. If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.

5. Inform candidates they must leave the room in silence.

6. Invigilator(s) check attendance register from the examination room and send completed register to Fire Designated Person in Charge so that register can be cross-checked with form registers.

7. Invigilator(s) to immediately highlight any missing students to Fire Designated Person in Charge.

8. Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.

9. When instructed, supervise the return of candidates to the exam room.

10. Make a note of the time of the interruption and how long it lasted.

11. Allow the candidates the full working time set for the examination.

12. Make notes of the incident to enable the exams officer to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body.

In addition to the actions required by JCQ ICE regulation 18 above, invigilators are also informed of the following centre-specific actions or information:

1. The Gym and Oak Hall must be evacuated by the fire exits leading to Oak Playground/cricket field, unless it is unsafe to do so when other evacuation routes would be used. Students in other exam rooms must be kept separated and supervised by their invigilator.
2. Candidates must be escorted to the assembly point in Oak Playground (away from rest of school), unless it is unsafe to do so when the normal evacuation point would be used.
3. On returning to the exam room allow candidates time to settle down, reminding them they are still under exam conditions
4. Restart the exam and allow candidates the full working time set for the examination
5. Make relevant changes to the displayed finish time
6. All information regarding the evacuation must be recorded on the exam room incident log