



# ACET EXAM POLICY

<b>PHASE</b>	<b>SECONDARY</b> <b>Swinton Academy</b>
<b>POLICY LEAD</b>	<b>REBECCA HIBBERD</b> <b>(EXECUTIVE PRINCIPAL)</b>
<b>DATE OF APPROVAL BY TRUSTEES</b>	
<b>DATE OF RECEIPT BY LOCAL GOVERNING BODY</b>	<b>December 2022</b>
<b>FREQUENCY DATE</b>	<b>ANNUALLY</b>
<b>NEXT REVIEW DATE</b>	<b>December 2023</b>

**This is the Exam Policy for Aston Community Education Trust  
Secondary Academies**

**Swinton Academy East  
Avenue Swinton  
Mexborough  
S64 8 JW**

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## **2 Mission Statement**

**At Swinton Academy we will make a difference**

**We have the highest expectations and aspirations at Swinton Academy and we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.**

**We believe that every person is a unique member of our diverse and inclusive community, deserving our respect, consideration and tolerance. Everyone's contribution is valued and celebrated.**

**Through our partnership with the local and wider community, we aim to support all our young people in order that they leave us as successful learners as well as respectful, caring and resilient citizens ready to take up their place in society.**

**We also expect that all adults recognise their responsibility to safeguard and promote the welfare of children.**

**The purpose of this exam policy is:**

- **to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates**
- **to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.**
- **to ensure that all candidates are clear about and understand their role and responsibilities throughout the examination period.**

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

**This exam policy will be reviewed annually.**

**This exam policy will be reviewed by the Principal, Principals, Heads of Faculty, the exams officer and the Governors and Trustees.**

## 1. Exam responsibilities

### Key staff involved in the exams policy

Role	Name(s)
Head of centre	Rebecca Hibberd
Exams officer line manager (AVP)	James Graham
Exams officer	Melissa Darwent
SENDCo	Michelle Smith

### Roles and responsibilities overview

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

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. (GR, section 2) Head of centre responsibilities

The head of centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. It is the responsibility of the head of centre to ensure that all staff comply with the instructions in this booklet. Failure to do so may constitute malpractice as defined in the JCQ publication Suspected Malpractice: Policies and Procedures, 1 September 2022 to 31 August 2023 [https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice\\_Feb23\\_v1.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf)

### 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 - Policies and Procedures (SM)
  - 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

National Centre Number Register

- Takes responsibility for confirming, on an annual basis, that they are both aware of and adhering to the latest version of the JCQ's regulations. This confirmation is managed as part of the National Centre Number Register (NCNR) annual update
- Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
  - the centre status being suspended
  - the centre not being able to submit examination entries
  - the centre not receiving or being able to access question papers

#### Recruitment, selection and training of staff

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Enables the relevant senior leader(s), the examinations officer (EO) and the SENDCo 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 an SENDCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities

#### Internal governance arrangements

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent Escalation Process

AP responsible if Principal is absent James Graham
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Refer to <u>GR (section 5.3d)</u>
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- Has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Makes sure that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during the examination

#### Delivery of qualifications

- Delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date laboratory experience, or relevant training where required by the subject concerned

#### Public liability

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

#### Security of assessment materials

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
  - 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**

- **the secure room only contains exam-related material**
  - **there are between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility**
  - **access to the secure room and secure storage facility is restricted to the authorised two to six keyholders and staff named and approved by the head of centre are accompanied by a keyholder at all times**
  - **appropriate arrangements are in place to ensure that confidential materials are only handed over to authorised members of centre staff**
  - **the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk**
  - **that when it is permitted to remove question papers from secure storage, and to avoid potential breaches of security, arrangements are in place to carefully check and record that the correct question paper packets are opened**
- **Makes arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ publication Instructions for conducting examinations**
  - **Makes arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments**
  - **Allows candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies**
  - **Through taking an ethical approach and working proactively to avoid malpractice among students 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 any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication Suspected malpractice – Policies and procedures**
  - **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**

<b>AP to be responsible in absence of Principal – James Graham Refer to <a href="#">GR</a> (section 5.3x)</b>
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**Exams Officer**

**Manages the administration of external and internal exams and analysis of exam results:**

- **advises the senior leadership team, subject and class teachers and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.**
- **Understands the contents of annually updated JCQ publications including:**
  - **General Regulations for Approved Centres**
  - **Instructions for Conducting Examinations**
  - **Suspected Malpractice - Policies and Procedures**
  - **Post-results services (PRS)**
  - **A guide to the special consideration process**
- **Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October each year**
- **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**
- **oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.**
- **ensures that candidates and their parents/carers are informed of and understand those aspects of the exam timetable that will affect them.**
- **consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.**
- **provides and confirms detailed data on estimated entries.**
- **receives, checks and stores securely all exam papers and completed scripts.**
- **administers access arrangements and makes applications for special consideration using the JCQ documents: ‘Access Arrangements and Reasonable Adjustments’ and ‘A guide to the special consideration process General and Vocational qualifications’.**
- **identifies and manages exam timetable clashes.**
- **accounts for income and expenditures relating to all exam costs/charges.**
- **manages the training and monitoring of a team of exams invigilators responsible for the conduct of exams.**
- **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**
- **submits candidates’ coursework and Non examined Assessment (NEA) marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.**
- **arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.**
- **maintains systems and processes to support the timely entry of candidates for their exams.**

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

### Heads of Faculty

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

### Careers Advisor

- Guidance and careers information.

### Teachers

- Submission of candidate names to heads of department / faculty.
- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENDCo
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications

### SENDCO

- Administration of access arrangements.
- Identification and testing of candidates’ requirements for access arrangements.

### Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.
- Ensure examinations are carried out according to JCQ and exam board requirements.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

### Candidates

- Confirmation and signing of entries.
- Understanding coursework/NEA regulations and signing a declaration that authenticates the coursework/NEA as their own.



## **2. The statutory tests and qualifications offered**

The statutory tests and qualifications offered at this centre are decided by the Principal, and the Heads of Faculty.

The statutory tests and qualifications offered are GCSE, A levels, BTECS, Cambridge Nationals, Cambridge Technical, WJEC vocational, FSCE.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by 1 July.

The Exams Officer collates all exams information at the start of each academic year at KS4 and 5 and this is communicated with Heads of Faculty and LT.

### **At KS4**

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

### **At post-16**

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

## **3. Exam seasons and timetables**

### **3.1 Exam seasons**

Internal exams are scheduled in for all year groups throughout the academic year.

External exams are scheduled in May and June.

All internal exams at KS4 and KS5 are held under external exam conditions.

Which exam series are used in the centre is decided by the Principal, Associate Principals, and the Heads of Faculty.

### **3.2 Timetables**

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

## **4. Entries, entry details, late entries and re-sits**

### **4.1 Entries**

Candidates are selected for their exam entries by the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal.

The centre does **not** accept entries from external candidates.

## **4.2 Late entries**

**Entry deadlines are circulated to heads of faculty via email.**

**Late entries are authorised by heads of faculty and Associate Principals.**

## **4.3 Re-sits**

**Candidates are allowed 1 re-sit per subject in GCSE.**

**Candidates are allowed 2 re-sits per subject in A Level (where applicable)**

**Re-sit decisions will be made in consultation with the candidates, subject teachers, exams officer and Heads of Faculty.**

**(See also section 5: Exam fees)**

## **5. Exam fees**

**GCSE initial registration and entry exam fees are paid by the centre.**

**Initial registration and entry exam fees are paid by the centre.**

### **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 Heads of Faculty**
- **Minimise 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**

**Candidates or faculties will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.**

**Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework/CA requirements.**

**Re-sit fees for first re-sit are paid by the centre and any subsequent re-sits are paid by the candidates.**

**(See also section 4.3: Re-sits)**

**Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry. (See also section 11.2: Enquiries about results [EARs])**

## **6. The Single Equality Policy Act, special needs and access arrangements**

### **6.1 Single Equality Policy**

**Our equality scheme is inclusive of our whole school community – students, staff, parents/carers and visitors - who have been involved in and contributed to its development.**

**The purpose of this scheme is to set out how our practice and policies can address discrimination, promote inclusive practice and ensure that those in our community requiring extra support receive it.**

## **Equality Act 2010**

**The academy welcomes its duties under the Equality Act 2010, which include:**

- to eliminate discrimination**
- to advance equality of opportunity**
- to foster good relations**

**We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.**

### **6.2 Special needs**

**A candidate's special needs requirements are determined by the SENDCO and the educational psychologist / specialist teacher.**

**The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENDCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.**

### **6.3 Access arrangements**

**Making special arrangements for candidates to take exams is the responsibility of the SENDCO and the exams officer.**

**Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer.**

**Rooming for access arrangement candidates will be arranged by the SENDCO with the exams officer.**

**Invigilation and support for access arrangement candidates will be organised by the SENDCO with the exams officer.**

## **SENDCo**

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments 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 centredelegated**

- **Gathers signed Personal data consent, Privacy Notice (AAO) and Data Protection confirmation forms 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 documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)**
- **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**

## **7. Estimated grades**

### **Estimated grades**

**EO Makes candidates aware of the JCQ Information for candidates – Privacy Notice at the start of a course leading to a vocational qualification or when entries are submitted to awarding bodies for processing for general qualifications**

**The heads of faculty will submit estimated grades to the exams officer when requested.**

## **8. Managing invigilators and exam days**

### **8.1 Managing invigilators**

#### **Exams officer**

- **Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on appointment and updates experienced invigilators on any regulation changes and any changes to centre-specific processes**
- **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, ensure all relevant rules are being adhered to and to support 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**

**External invigilators will be used for exam supervision. They will be used for all exams.**

**The recruitment of invigilators is the responsibility of HR.**

**Securing the necessary Disclosure & Barring (D&B) clearance for new invigilators is the responsibility of the centre administration.**

**D&B fees for securing such clearance are paid by the centre.**

**Invigilators are timetabled and briefed by the exams officer.**

**Invigilators' rates of pay are set by the Support Services Manager.**

**All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.**

**Existing invigilators will be observed conducting an assessment at least once a year.**

**Refresher training for all staff.**

## **8.2 Exam days**

### **Seating and identifying candidates in exam rooms**

#### **Exams officer**

- **Ensures a procedure is in place to verify the identity of all candidates**
- **Centre staff nominated will be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.**
- **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 and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)**

#### **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**

**The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators. Under the management of the exams officer, Premises Manager is responsible for setting up the allocated rooms.**

**The invigilator will start all exams in accordance with JCQ guidelines.**

**In practical exams subject teachers may be on hand in case of any technical difficulties. Exam papers must not be read by centre staff or removed from the exam room before the end of a session. Papers will be distributed to heads of faculty at the end of the exam session. Centre staff must not**

read exam scripts. Where centre staff for any reason have read exam scripts, they must remain in the venue until the end of the exam session.

### Security of exam materials

#### Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff named and approved by the head of centre are accompanied by a keyholder at all times. There must be between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility
- 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 (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- 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)
- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers)

### 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
- 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

## 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 using 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

## Unauthorised items

### 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

## 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 sealed 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 care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. 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 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 approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks**
- **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**

### **Leaving the Examination Room Policy**

### **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**

## **9. Candidates, clash candidates and special consideration**

### **9.1 Candidates**

**The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.**

**Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.**

**There will be zero tolerance regarding disruptive behaviour during exam times and disruptive candidates are dealt with in accordance with JCQ guidelines.**

**Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.**

**Support staff under the guidance of the exams officer will attempt to contact any candidate who is not present at the start of an exam. The exams officer will deal with them in accordance with JCQ guidelines.**

### **9.2 Clash candidates**

**The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays (where necessary).**

### **9.3 Special consideration**

**Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.**

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

## 10. Coursework/NEA and appeals against internal assessments

### 10.1 Coursework/NEA

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Heads of faculty will ensure all coursework/NEA is ready for despatch at the correct time and the exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the exams office by the subject teachers and heads of faculty.

### 10.2 Appeals against internal assessments

- appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their coursework/NEA has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing by 30 June to the Principal (or other nominee) who will decide whether the process used conformed to the necessary requirements
- the Principal's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.
- If tests are automated, a free re-test may be offered or the test re-scheduled if it is found that any error is apparent.

## 11. NEA

Outlining staff responsibilities - NEA

### 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
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of NEAs.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events

SENDCo

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

#### **Teaching staff**

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

#### **Heads Of Faculty**

- **Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements**
- **Ensure teaching staff assess endorsed components according to awarding body requirements**
- **Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline**
- **Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline**
- **Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.**

#### **Exams officer**

- **Enter students for individual units, whether assessed by NEA, external exam or onscreen test, before the deadline for final entries.**
- **Enter students' 'cash-in' codes for the terminal exam series.**
- **Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.**

- where NEA cannot be conducted in the classroom arrange suitable accommodation where NEA can be carried out, at the direction of the senior leadership team.
- 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.

#### **NEA using ICT Facilities – Responsibilities**

##### **The ICT Network Manager**

- Will ensure that timed secure accounts are available for NEA sessions.

##### **The Subject Leader**

- Will liaise with LT and Exams Officer re timings of sessions. • Liaise with ICT Manager to set up secure accounts.

##### **The Classroom Teacher**

- Will ensure that students comply with the awarding body's specification for the conduct of NEAs.

#### **Security of Candidates NEA**

- Heads of faculty should retain controlled condition NEA in a locked filing cabinet or cupboard until submission to the relevant awarding body.

#### **Access Arrangements**

- Exams Officer will liaise with Subject Leaders to notify of students who are entitled to Access Arrangements.
- Teachers should be aware that students who have extra time in exams are also allowed this in NEAs.
- All NEAs done using ICT facilities need to be undertaken using secure accounts.
- The teacher supervising a NEA session can act as reader, but must be aware of the regulations beforehand.

#### **When a Student is absent**

- **The Subject Leader should co-ordinate the organisation of additional sessions to allow students to complete NEAs they have missed through absence.**

## **Section 11b Non examination assessment CPAC**

**Non examination assessments (NEAs) are assessments that are not ‘externally set and taken by candidates at the same time under controlled conditions’. To measure subject specific knowledge and skills that cannot be tested by time written papers.**

### **Senior Leadership Team**

**Accountable for the safe and secure conduct of NEA. Ensure compliance with the Common Practical Assessment Criteria (CPAC) and awarding bodies’ subject-specific instructions.**

**Establish roles and responsibilities relating to NEA regarding; task setting, taking and marking and provide appropriate training and support where needed.**

**Investigate should any appeals be made against the process/marking of NEA.**

### **Heads of department/faculty**

**Ensure individual teachers understand their responsibilities with regard to NEA.**

**Ensure individual teachers understand the requirements of the CPAC and the subjectspecific instructions.**

**Standardize internally the marking of all teachers involved in assessing the practical element of the course.**

### **Teaching staff**

**Understand and comply with the CPAC and the subject-specific instructions.**

**Obtain confidential materials/tasks set by the awarding bodies in sufficient time to prepare for the assessment.**

**Ensure materials are stored securely. Retaining all students’ work/results between assessments and until the enquiries about results deadline has past.**

**Supervise assessments.**

**Ensure students entitled to examination access arrangements are granted them (if applicable for the subject).**

**Ensure students sign a declaration to confirm that the work they submit is their own unaided work.**

**Teacher to sign a declaration to confirm the authenticity of the completed work, including confirmation that;**

**The work is solely that of the candidate**

**The work was completed under the required conditions  
Signed candidate declarations are kept on file**

**RISK MANAGEMENT – NEA**

	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Timetabling</b>			
<b>Assessment schedule clashes with other activities</b>	<b>Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning</b>	<b>Plan dates in consultation with academy calendar – negotiate with other parties</b>	<b>Principal</b>
<b>Too many assessments close together across subjects or lines of learning</b>	<b>Plan assessments so they are spaced over the duration of the course</b>	<b>Space assessments to at least allow candidates sometime between assessments</b>	<b>Principal</b>
<b>Accommodation</b>			



<b>Insufficient space in classrooms for candidates</b>	<b>Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct NEA</b>	<b>Use more than one classroom or multiple sittings where necessary</b>	<b>HOF</b>
<b>Insufficient facilities for all candidates</b>	<b>Careful planning ahead and booking of rooms / centre facilities</b>		<b>HOF</b>

	<b>Possible remedial action</b>		<b>Staff (use 'RACI' to determine who should be listed)</b>
	<b>Forward planning</b>	<b>Action</b>	

<b>Downloading awarding body set tasks</b>			
<b>IT system unavailable on day of assessment</b>	<b>Download tasks well ahead of scheduled assessment date in all cases</b>	<b>Book IT equipment well ahead and download tasks before scheduled date of assessment</b>	<b>HOF</b>
<b>Teaching staff/assessors unable to access task details</b>	<b>Test secure access rights ahead of schedule every year and every session</b>	<b>Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time</b>	<b>HOF</b>
<b>Loss of task details in transmission</b>	<b>Download tasks well ahead of scheduled assessment date</b>	<b>Report loss to awarding body for replacement; download again</b>	<b>HOF</b>

<b>Absent candidates</b>			
<b>Candidates absent for all or part of assessment (various reasons)</b>	<b>Plan alternative session(s) for candidates</b>		<b>Subject Teacher</b>
<b>Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)</b>	<b>Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes</b>	<b>Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of NEA are limited</b>	<b>Exams Officer</b>

	<b>Possible remedial action</b>		<b>Staff (use 'RACI' to determine who should be listed)</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Control levels for task taking</b>			
<b>Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)</b>	<b>Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required</b>	<b>Seek guidance from the awarding body</b>	<b>HOF</b>

<b>Supervision</b>			
<b>Student study diary/plan not provided or completed*</b>	<b>Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course</b>	<b>Ensure candidates start, continue and complete study diary/plans that are signed after every session</b>	<b>Subject Teacher</b>
<b>Teaching staff/assessors do not understand supervision of NEA is their responsibility</b>	<b>Ensure teaching staff/assessors understand nature of NEAs and their role in supervision</b>		<b>HOF</b>
<b>Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising</b>	<b>A suitable supervisor must be arranged for any NEA where a teacher/assessor is not supervising, in line with the awarding body specification.</b>		<b>HOF</b>

\* Not all NEA whether for the Diploma or GCSEs will require the completion of a study diary or study plans

<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff (use 'RACI' to determine who should be listed)</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Task setting</b>			
<b>Teaching staff/assessors fail to correctly set tasks</b>	<b>Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**</b>	<b>Seek guidance from the awarding body</b>	<b>HOF</b>
<b>Assessments have not been moderated as required in the awarding body specification</b>	<b>Check specification and plan required moderation appropriately</b>	<b>Seek guidance from the awarding body</b>	<b>HOF</b>

<b>Security of materials</b>			
<b>Assessment tasks not kept secure before assessment</b>	<b>Ensure teaching staff understand importance of task security</b>	<b>Request/obtain different assessment tasks</b>	<b>HOF</b>
<b>Candidates' work not kept secure during or after assessment</b>	<b>Define appropriate level of security, in line with awarding body requirements, for each department as necessary</b>	<b>Take materials to secure storage</b>	<b>HOF</b>
<b>Insufficient or insecure storage space</b>	<b>Look at provision for suitable storage early in the course</b>	<b>Find alternative spaces</b>	<b>HOF</b>

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

<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff (use 'RACT' to determine who should be listed)</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Deadlines</b>			
<b>Deadlines not met by candidates</b>	<b>Ensure all candidates are briefed on deadlines/penalties for not meeting them</b>	<b>Mark what candidates have produced by deadline and seek guidance from awarding body on further action.</b>	<b>HOF</b>

<b>Deadlines for marking and/or paperwork not met by teaching staff/ assessors</b>	<b>Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines</b>	<b>Seek guidance from awarding body</b>	<b>HOF / Associate Principal</b>
<b>Authentication</b>			
<b>Candidate fails to sign authentication form</b>	<b>Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in</b>	<b>Find candidate and ensure form is signed</b>	<b>Subject Teacher</b>
<b>Teaching staff/assessors fail to complete authentication forms or leave before completing authentication</b>	<b>Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature</b>	<b>Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season</b>	<b>HOF</b>

<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff (use 'RACTI' to determine who should be listed)</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Marking</b>			

<b>Teaching staff/assessors interpret marking descriptions incorrectly</b>	<b>Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.</b>	<b>Arrange for remarking. Consult awarding body specification for appropriate procedure</b>	<b>HOF</b>
<b>Centre does not run standardisation activity as required by the awarding body</b>	<b>Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.</b>	<b>Check with the awarding body whether a later standardisation event can be arranged.</b>	<b>Associate Principal</b>

## **12. Results, enquiries about results (EARs) and access to scripts (ATS)**

### **12.1 Results**

#### **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**
- **Understands that it is not permitted to withhold provisional results from candidates under any circumstances 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**

**Candidates will receive individual results slips on results days in person at the centre / by post to their home addresses.**

**Should they be unable to attend they may make a written request asking that another person collects results on their behalf. The person collecting should provide photo identification on the day and will be asked to sign for the results.**

**This should also be dated.**

**Arrangements for the academy to be open on results days are made by the exams officer.**

**The provision of staff on results days is the responsibility of the exams officer.**

## 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
- Ensures that senior members of centre staff are available immediately after the publication of results
- 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 all candidates and staff on the services provided by awarding bodies and the fees charged (see also above Briefing candidates and Access to Scripts, Reviews of 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

### Data Manager

- 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 (where applicable)

## Certificates

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



## **12.2 EARs**

**EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.**

**When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged. (See section 5: Exam fees)**

## **12.3 ATS**

**After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.**

**If a result is queried, the exams officer, teaching staff and Principal will investigate the feasibility of asking for a re-mark at the centre's expense.**

**Centre staff may also request scripts for investigation or for teaching purposes. For this the consent of candidates must be obtained.**

**GCSE re-marks cannot be applied for once an original script has been returned.**

## **13. Certificates**

**Certificates are presented in person and collected, checked and signed for. This should also be dated.**

**Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. The candidate should provide a letter in advance of the day stating the name of the person collecting certificates on their behalf. That person should bring some form of photo identification on the date of collection.**

**The centre retains certificates for three years.**

## **14. Addendum – Examination Contingency Plan**

**The purpose of this plan is to ensure that there is a consistent and effective response in the event of a major disruption to the examination system.**

**The aim is that, in the interest of all candidates, the academy will endeavour to continue to administer assessments and deliver results in line with published timetables as well as complying with regulatory requirements in relation to assessment, marking and standards.**

**The contingency plan would be triggered in the event of a major disruption to the examination system, affecting a significant number of candidates.**

**In the event of one or more of the following scenarios occurring, the academy will make every effort to ensure that the key students continue to access learning, that examinations will be sat as expected and that students receive their grades/results as appropriate:**

- **Disruption to teaching due to a prolonged closure of the school e.g. due to flooding.**
- **Widespread illness which has impacted on a significant number of candidates.**
- **Severe weather which significantly effects attendance at the academy.**
- **If transport disruption / issues have delayed the delivery of examination papers to centres in advance of the exam date and time.**
- **Should the academy be unable to open for instances such as wide scale fire or if a fire has destroyed scripts before they are distributed. This may also effect the distribution of examination results.**

**If one of the above should occur the academy will:**

- **make every effort to contact all stakeholders affected; candidates, teachers, academy staff, parents/carers, awarding organisation staff, courier staff and scanning centre staff.**
- **make every effort to ensure that the teaching and learning of examination classes remains a high priority. If necessary, we will seek to use alternative venues, including other academies in the trust, for instances which have led to the academy being fully or partially closed.**
- **find alternative venues, such as other academies in the trust, to allow students to continue to sit external, planned examinations. If candidates are ill, the academy will offer to either allow the candidate to sit the exam in an alternative venue or, if possible, provision will be made for the examination to be taken at home; within exam board guidelines. Should students be too ill to attend, and the examination rubric permits, special consideration for the candidate(s) will be sought.**
- **seek to access electronic copies of examination papers via a secure external network if hard copies of exam papers have not been delivered. These electronic copies will be stored in accordance with the normal secure conditions.**
- **contact the relevant examination boards to ensure that candidates marks are not affected if their scripts have been damaged prior to or during the distribution process. The academy will also work closely with relevant boards should there be a system failure which prevents grades being distributed in the correct time frame. The academy will keep all parties informed as to when they should expect grades to be distributed.**

**In addition to this, if it is not possible for examination papers to be collected due to issues with transport/couriers, the academy will inform all relevant awarding bodies about the issue and make every effort to organise alternative arrangements in consultation with awarding bodies. The papers will be stored securely until such a time that they can be collected, again in line with JCQ guidelines.**

## **Appendix : Emergency Evacuation Policy**

### **Purpose of the policy**

**This policy details how Swinton Academy deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.**

### **When is an emergency evacuation required?**

**An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat.**

**In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.**

**As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so, particularly where the centre is concerned about the security of the examination(s). (ICE 25.4)**

**Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control. (ICE 24.5) Emergency evacuation of an exam room**

### **Roles and responsibilities Head of**

**centre**

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation**
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable, including information from the National Counter Terrorism Security Office on the Procedures for handling bomb threats  
<https://www.gov.uk/government/publications/bomb-threatsguidance/procedures-for-handling-bomb-threats>**
- Where safe to do so, ensures candidates are given the opportunity to sit exams for their published duration**

**Senior leader**

- Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required

#### **SENDCo**

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation Exams officer
- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (insert how, as example through Candidate exam handbook, assembly etc.), prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the ALS lead/SENDCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process where applicable (in cases where a group of candidates have been disadvantaged by a particular event) Invigilators
- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

**Other relevant centre staff**

- Support the senior leader, SENDCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms Recording details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

- the actual time of the start of the interruption
- the actions taken
- the actual time the exam(s) resumed
- the actual finishing time(s) of the resumed exam(s) Further details could include:
- report on candidate behaviour throughout the interruption/evacuation
- a judgement on the impact on candidates after the interruption/evacuation

**Emergency evacuation procedure:**

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

<b>Emergency evacuation procedure</b>
<b>Actions to be taken (as detailed in current JCQ <u>Instructions for conducting examinations</u> section 25, Emergencies)</b>
<b>Stop the candidates from writing</b>
<b>Collect the attendance register (in order to ensure all candidates are present)</b>
<b>Evacuate the examination room in line with the instructions given by the appropriate authority</b>

<p><b>Advise candidates to leave all question papers and scripts in the examination room</b></p> <p><b>Candidates must be advised to close their answer booklet</b></p>
<p><b>Ensure candidates leave the room in silence</b></p>
<p><b>Ensure the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination</b></p>
<p><b>Make a note of the time of the interruption and how long it lasted</b></p>
<p><b>Allow the candidates the remainder of the working time set for the examination once it resumes</b></p>
<p><b>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</b></p>
<p><b>Make a full report of the incident and of the action taken, and send to the relevant awarding body</b></p>

## **Appendix: Escalation Process**

### **Purpose of the process**

**To confirm the main duties and responsibilities to be escalated should the Head of Centre, or a member of the Senior Leadership Team with oversight of examination administration, be absent. Before examinations (Planning)**

**In the event of the absence of the Head of Centre or the member of Senior Leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to James Graham (AP).**

**To support understanding of the regulations and requirements, the following JCQ publications will be referenced:**

**General Regulations for Approved Centres**

**Instructions for conducting examinations**

**Access Arrangements and Reasonable Adjustments**

**Instructions for conducting non-examination assessments**

**Suspected Malpractice – Policies and Procedures**

**A guide to the special consideration process Main**

**duties and responsibilities relate to:**

**Centre status**

**Confidentiality**

**Communication**

**Recruitment, selection and training of staff**

**Internal governance arrangements Delivery of**

**qualifications**

**Public liability**

**Conflicts of interest**

**Controlled assessments, coursework and non-examination assessments**

**Security of assessment materials**

**National Centre Number Register**

**Centre inspections**

**Additional JCQ publication for reference: Centre**

**Inspection Service Changes**

**Policies**

**Specific JCQ publications for reference:**

**General Regulations for Approved Centres (section 5)**

**Instructions for conducting examinations (section 25)**

**Access Arrangements and Reasonable Adjustments (section 5)**

**Personal data, freedom of information and copyright**

**Additional JCQ publication for reference: Information for**

**candidates – Privacy Notice**

**Centre-specific information for reference**

**See all policies on School Website**

**Before examinations (Entries and Pre-exams)**

**In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to James Graham (AP).**

**To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:**

**General Regulations for Approved Centres (section 5)**

**Instructions for conducting examinations (sections 1-15) Access**

**Arrangements and Reasonable Adjustments (sections 6-8) Main duties**

**and responsibilities relate to:**

**Access arrangements and reasonable adjustments**

**Entries**

**Additional JCQ publications for reference:**

**Key dates in the examination cycle**

**Centre assessed work**

**Additional JCQ publication for reference:**

**Guidance Notes – Centre Consortium Arrangements**

**Candidate information**

**Additional JCQ publications for reference:**

**Information for candidates documents**

**Exam Room Posters**

**Centre-specific information for reference**

**During examinations (Exam time)**

**In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to Richard Wyatt (VP).**



**To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:**

**General Regulations for Approved Centres (sections 3, 5)**

**Instructions for conducting examinations (sections 16-30)**

**Access Arrangements and Reasonable Adjustments (section 8) A**

**guide to the special consideration process (sections 2-7) Main duties**

**and responsibilities relate to: Conducting examinations and**

**assessments Additional JCQ publication for reference:**

**Guidance Notes – Very Late Arrival**

**Malpractice**

**Retention of candidates' work**

**Centre-specific information for reference**

**After examinations (Results and Post-Results)**

**In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to James Graham (AP).**

**To support understanding of the regulations and requirements, sections of**

**relevant JCQ publications will be specifically referenced including: General**

**Regulations for Approved Centres (section 5) Main duties and responsibilities**

**relate to: Results**

**Additional JCQ publication for reference:**

**Release of Results notice**

**Post-results services and appeals**

**Additional JCQ publications for reference:**

**Post-Results Services**

**JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) Certificates**

## Appendix: Use of word processors

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams. References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2021-2022 and Instructions for conducting examinations 2021-2022 publications.

### Introduction

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

(AA 4.2.1)

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

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.1)

SENDCo must ensure that the proposed access arrangement/reasonable adjustment does not disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before their first examination. Purpose of the policy

This policy details how Swinton Academy complies with AA chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE (sections 14.20-25) when awarding and allocating a candidate the use of word processor in examinations.

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

The centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate where appropriate to their needs

For example, a candidate with: ○ a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly

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

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

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Arrangements at the time of the assessment for the use of a word processor A candidate using a word processor is accommodated Where – room, separate?

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up ‘autosave’ on each laptop/tablet (or where possible, an IT technician will set up ‘autosave’ on each laptop/table to ensure that if there is a complication or technical issue, the candidate’s work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor:

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

Portable storage medium

(ICE 14.25)

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

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

Printing the script after the exam is over

(ICE 14.25)

The centre will ensure

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word processed script is attached to any answer booklet which contains some of the answers

- **where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions)**

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

Swinton academy only awards the use of word processors for examinations where a candidate has a firmly established need, it reflects the candidate's normal way of working, and not being awarded a word processor would mean the candidate is at a substantial disadvantage to other candidates.

A word processor may be awarded to a candidate with:

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

This list is not exhaustive

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

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

The awarding of a word processor for examinations can only be granted with the permission of the SENDCo following identification of need, consideration of the published criteria (AA), consultation with teaching staff and the gathering of evidence. Swinton Academy staff who identify students they believe meet the criteria for this arrangement should discuss this with the SENDCo before implementing any such access arrangements. Staff also have a responsibility to provide evidence for individual students when requested to do so. Students, and/or their parent/carers, who believe they may be entitled to such an arrangement should contact the SENDCo to discuss how they meet the criteria.

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

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENDCo and the exams officer.

Statement produced by:  
Cheryl Barquero ACET Inclusion Lead

Statement date:  
**31-10-2021**