

Examinations Policy including examinations contingency and the non-examination assessment policy

Senior Academies – Swinton Academy

Approved by the LGB March 2024

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1. Introduction and aims

Swinton Academy is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and students understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

2. Roles and responsibilities

2.1 Everyone

Everyone involved in our exam processes, including staff and students, must read, understand and implement this policy.

2.2 Head of centre

The head of centre:

- Has overall responsibility for the academy as an exams centre
- Is the individual who is accountable to the awarding bodies for ensuring that the centre is compliant with the JCQ regulations and awarding body requirements
- Is responsible for ensuring that all staff comply with the JCQ guidelines
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on malpractice in examinations and assessments
- Ensures that JCQ guidance for centres on cyber security is followed
- Ensures that accurate candidate contact information is obtained and maintained
- Ensures appropriate controls are in place that allow accurate data to be submitted to the awarding bodies, e.g. entries and internally assessed marks
- Ensures that candidates are entered under names that can be verified against suitable identification such as a birth certificate, driver's license or passport. A candidate should only be entered under alternative names in exceptional circumstances

Our head of centre is **James Graham (Principal)**

***The head of centre can delegate tasks related to the responsibilities above, but cannot delegate the overall responsibility.**

2.3 Exams officer

The exams officer is responsible for the administration of exams. They:

- Manage the administration of **internal and external exams**
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents/carers are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ [guidance on the special consideration process](#)
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manages the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks
- Are one of the key holders to the secure room with question papers and pre-release materials [~~updated JCQ guidance stipulates that the exams officer must be one of the key holders.~~]

Our exams officer is **Melissa Darwent**

2.4 Heads of Faculty

Heads of **Faculty** are responsible for:

- Advising the exams officer of any changes to syllabus or assessment details for their subjects
- Advising the exams officer of entries for their subjects

- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

2.5 Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the head of faculty and the exams officer

2.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so they can put exam day arrangements in place
- Processing any necessary applications in order to gain approval (if required)
- Working with the exams officer to provide the access arrangements required by candidates in exam rooms

Our SENCO is Michelle Smith.

2.7 Lead invigilator(s)

The lead invigilator(s) are responsible for:

- Assisting the exams officer to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exams office before the start of the exam
- Collecting all exam papers in the correct order at the end of the exam and ensuring they are returned to the exams office

Our lead invigilator is Christine Burtoft.

2.8 Candidates

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

3. Qualifications offered

Senior leaders, in discussion with our Heads of Faculty, decide the qualifications we offer.

We offer the following types of qualifications:

- GCSEs, Cambridge Nationals, A-Level, BTECs and Cambridge Technicals.

The subjects offered for these qualifications in any school year may be found in [pathways/options/Post 16 prospectus](#)

If there will be a change to a specification for the next year, the exams office must be informed by [July of the previous year](#), e.g. [switching from OCR to AQA](#).

Informing the exams office of changes to a specification is the responsibility of [Head of Faculty](#), [with approval from the senior team](#).

Decisions on whether a candidate should be entered for a particular subject will be taken by [the head of faculty](#) in consultation with [senior leaders](#).

4. Exam series

Internal trial exams and assessments are scheduled throughout the year. These will be published via the annual yearly calendar

External exams and assessments can be scheduled in the following exam series:

- [November, January, May/June \(summer series\)](#)

Internal exams [are](#) held under external exam conditions.

The [head of centre, SLT and head of faculty will](#) decide which exam series are used in the centre.

5. Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and external exams well before each series begins.

Where a candidate has a timetable clash involving an AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination, a centre cannot move the examination to the morning session.

An AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination must always be sat in the published afternoon session as per the awarding body's timetable.

For further information please see the JCQ document [Timetable clashes involving an AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination](#), which may be found at: <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>.

NB – this only applies to AQA, OCR, Pearson and WJEC AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examinations

6. Entries (including entry details and late entries)

Candidates or parents/carers can request subject entry, change of level or withdrawal, but the final decision remains with the academy.

As a rule, we do not take entries from private candidates.

We do not act as an exams centre for other organisations.

Entry deadlines are circulated to heads of faculty via email and HOF meetings.

Heads of faculty will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline require authorisation, in writing, by the head of centre, following discussions with the HOF.

6.1 Re-sits

We allow re-sits for the following types of qualifications:

- > GCSEs
- > A-levels
- > BTECs
- > Functional skills
- > Cambridge Nationals
- > Cambridge Technicals

Re-sit decisions will be made by heads of faculty in consultation with senior leaders.

The Principal will then have these approved by the Executive Principal.

7. Exam fees

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.

The exams officer will publish the deadline for actions well in advance of each exam's series.

The academy may charge for:

- > Exams or re-sits the student has not been prepared for at school, even if they are on the list of prescribed public examinations
- > Exams not on the set list of prescribed public examinations
- > A student, if they fail, without good reason, to complete the requirements of a public exam where the school originally paid the entry fee
- > Withdrawal from an exam (where charges would be applied by an exam board), if the parent/carer requests withdrawal.

Candidates may be charged for the following:

QUALIFICATION TYPE	WHEN CANDIDATES WILL BE CHARGED	COSTS
GCSEs	<ul style="list-style-type: none"> > Private exam entries > Re-sits at parents/carers' request > Missed exams (without medical or other extenuating circumstances) 	<ul style="list-style-type: none"> > Entries and re-sits: Varies dependant on exam board, however, an average of £45 per subject > Missed exams: dependent on charges levied by the exam board : however, an average of £45 per subject based on re-entry fee
	<ul style="list-style-type: none"> > Access to Scripts following results 	<ul style="list-style-type: none"> > Varies by exam board, however, most exam boards don't charge for accessing scripts (based on 2023 results services fees)
	<ul style="list-style-type: none"> > Clerical Check of Marks 	<ul style="list-style-type: none"> > Varies by exam board but average fee is £11.00 per candidate per exam unit (based on 2023 results services fees)
A levels	<ul style="list-style-type: none"> > Private exam entries > Re-sits at parents/carers' request Missed exams (without medical or other extenuating circumstances) 	<ul style="list-style-type: none"> > Entries and re-sits: Varies dependant on exam board, however, an average of £100 per subject > Missed exams: dependent on charges levied by the exam board : however, an average of £100 per subject based on re-entry fee
	<ul style="list-style-type: none"> > Access to Scripts following results 	<ul style="list-style-type: none"> > Varies by exam board, however, most exam boards don't charge for accessing scripts (based on 2023 results services fees)

QUALIFICATION TYPE	WHEN CANDIDATES WILL BE CHARGED	COSTS
	<ul style="list-style-type: none"> > Clerical Check of Marks 	<ul style="list-style-type: none"> > Varies by exam board but average fee is £11.00 per candidate per exam unit for standard response in 10 days or £61 for a priority service (based on 2023 results services fees)
Vocational exams – both KS4/5	<ul style="list-style-type: none"> > Private exam entries > Re-sits at parents/carers' request <p>Missed exams (without medical or other extenuating circumstances)</p>	<ul style="list-style-type: none"> > Entries and re-sits: Varies dependant on exam board, however, an average of £45 per subject > Missed exams: dependent on charges levied by the exam board : : however, an average of £45 per subject based on re-entry fee

We may waive these fees in certain circumstances. If you would like to discuss waiving relevant fees, please contact **the academy principal**

8. Equalities

All our staff must ensure that they meet the requirements of any equality legislation.

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of **the head of centre, exams officer and the SENCO**.

9. Access arrangements

The SENCO will inform subject teachers of candidates with special educational needs (SEN) and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the **academy SENDCo**.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of **the SENDCo, supported by evidence from classroom teachers**.

Room arrangements for candidates using access arrangements will be organised by **the exams officer**.

Invigilation and support for candidates using access arrangements, as defined in the [JCQ access arrangements regulations](#), will be organised by **the exams officer**. Where candidates sit their examinations in a smaller environment away from the main examination room (the suitability of

which is to be assessed in conjunction with JCQ guidelines. (Any appeals against these decisions should be made to the academy principal and SENDCo).

9.1 Use of word processors (see also addendum on page 35)

We may allocate the use of a word processor to a candidate as part of access arrangements or as a reasonable adjustment where appropriate, including:

- When it is their normal way of working, i.e. where the curriculum is delivered electronically and word processors are provided to all candidates
- If they need support with handwriting
- If they have a:
 - Physical disability
 - Learning difficulty that has a substantial and long-term adverse effect on their ability to write legibly
 - Medical condition
 - Sensory impairment

The above is not an exhaustive list, so adapt it to suit your school's context.

The SENCO will use their judgement, in collaboration with relevant members of staff where necessary, to make decisions about when a word processor is appropriate outside the specific listed examples above.

We will make sure that:

- The proposed arrangement will not disadvantage or advantage a candidate.
- The use of a word processor will not compromise the assessment objectives or the integrity of the assessment and will be used under secure conditions. Where these objectives would be compromised, then a word processor will not be granted for use by a candidate

We will also make sure that the word processor:

- Has the spelling and grammar check and predictive text software disabled
- Does not have internet connectivity during the exam
- Has been cleared of any previously stored data, along with any portable storage medium used (and where any authorised memory stick is provided to or used by the candidate, the memory stick will be cleared of any previously stored data)
- Does not allow access to other applications such as a calculator (where prohibited), spreadsheets or emails
- Does not have graphic packages or computed-aided design software, unless permission is given
- Does not have computer reading (text to speech) software, unless the candidate has permission
- Does not have speech recognition technology, unless the candidate has permission

The word processor will not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

All equipment will be checked to make sure it's in working order and sufficiently charged for the duration of the examination.

Candidates provided with the use of a word processor will be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where we accommodate a candidate in another room, a separate invigilator will be present.

Candidates will be:

- Reminded to make sure that the centre number, candidate number and the unit/component code appear on each page as a header or footer, or to handwrite their details on the printed documents where this feature is not available (where the candidate needs to handwrite their details, they will be supervised to make sure that's solely what they're doing and not re-reading their answers or amending their work in any way)
- Reminded to save their work at regular intervals, unless 'autosave' has been set up on the device to make sure that the candidate's work is not lost because of a technical issue
- Advised to use a minimum font size of 12pt and double spacing

Each page of the typed script will be numbered.

The word processor will be connected to a printer so that the script can be printed off and will be done once the examination is over. The candidate must be present to verify that the work is their own and then the script will be attached to any answer booklet that contains some of the answers. We may also be required by the awarding body to include a word processor cover sheet with the candidate's typed script.

We may retain electronic copies of a word-processed script and this may be accepted by an awarding body where the printed copy has been lost and it is demonstrated that the file has been kept securely.

10. Contingency planning

Contingency planning for exam administration is the responsibility of **the head of centre and exams officer** and all centres must have a written examination contingency plan that covers all aspects of examination administration, in accordance with JCQ guidelines.

All relevant centre staff must be familiar with the contingency plans, which are available via **email and relevant briefings**, and are in line with the [guidance provided by Ofqual](#), [JCQ](#) and awarding organisations. **(See detailed plan as an addendum to this policy)**

11. Estimated grades

Heads of Faculty, with the support of teaching staff, are responsible for submitting estimated grades to the exams officer when requested.

12. Managing invigilators

External staff **will** be used to invigilate examinations. The head of centre, a senior member of centre staff, such as an assistant headteacher, or the exams officer must ensure that a teacher, a teaching

assistant, a tutor or a senior member of centre staff who teaches the subject being examined, or a learning support assistant who has supported 1 or more candidates, is not an invigilator during the examination.

These invigilators will be used for both internal and external examinations and assessments.

Recruitment of invigilators is the responsibility of the exams officer and any new invigilators and/or those facilitating an access arrangement for a candidate under examination conditions must receive thorough training on JCQ guidelines.

If invigilators require Disclosure and Barring Service (DBS) checks, the exams officer and academy support staff are responsible for obtaining these.

DBS fees will be paid by the centre.

Invigilators rates of pay are set by the trust.

Invigilators are recruited, timetabled, trained and briefed by the exams officer and the head of centre.

13. Malpractice

The head of centre, in consultation with the exams officer, is responsible for ensuring that suspected malpractice is thoroughly investigated. Malpractice doesn't necessarily involve an intention to cheat or gain an unfair advantage. Examples of malpractice include, but are not limited to:

- Unauthorised use of a mobile phone or internet-enabled device in examinations
- Copying or allowing work to be copied
- Posting work on social media prior to an exam
- Collusion or working collaboratively

Candidates will be informed and advised to avoid committing malpractice in examinations/assessments via assemblies and at the beginning of each examination taken. Suspected malpractice issues will be escalated within the centre and reported to the relevant awarding body.

Candidates and invigilators will receive written guidance that will also be shared at the beginning of each examination. If malpractice is suspected or reported, it will be investigated by the head of centre then escalated to the relevant examination board.

14. Exam days

The exams officer will:

- Book all exam rooms (after liaising with other relevant users)
- Make question papers, exam stationery and materials available for the invigilator

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements **at least 7** days in advance.

The **invigilators and the exams officer** will start and finish all exams in accordance with [JCQ guidelines](#).

Subject staff **may** be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with [JCQ guidelines](#).

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of **faculty** in accordance with JCQ's recommendations and no later than **24** hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with **invigilators and academy support staff**.

Emergency evacuation of the examination room will be outlined within the centre's exam contingency policy, which will be subject to inspection by the JCQ Centre Inspection Service.

In the event of an emergency, a full report of the incident must be produced and retained on file and any breach of question paper security or malpractice must be reported to the awarding body immediately.

15. Candidates

The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the **heads of faculty**.

Our published rules on acceptable dress and behaviour apply at all times. (****The expectation is that all candidates will wear their academy uniform to all examinations**). Candidates' personal belongings remain their own responsibility and we accept no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject.

This is particularly true of mobile phones and other electronic devices with text or digital facilities.

Any precluded items will be collected in prior to the examinations commencing.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the **exams officer**.

Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The **exams officer** is responsible for handling late or absent candidates on exam day.

15.1 Private candidates (delete this section if not offered)

The **head of centre and exams officer** is responsible for managing private candidates.

15.2 Clash candidates

The **exams officer** will be responsible for making arrangements for clash candidates, including:

- Supervising escorts
- Identifying a secure venue
- Arranging overnight stays where necessary

16. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the **invigilators, the exams officer or the head of centre** to that effect.

The candidate must support any special consideration claim with appropriate evidence within **7** days of the exam.

The exams officer will make a special consideration application to the relevant awarding body.

If special consideration is to be applied for, students and parents'/carers must be made aware.

17. GCE and GCSE non-examination assessments

Teaching staff who deliver non-examination assessments will follow the correct specifications and the specification and instructions provided by the awarding body, or JCQ instructions for conducting non-examination assessments if appropriate.

The academy will provide cover for staff to allow time to co-ordinate and standardise all marking of centre-assessed assessments. It is the responsibility of the HOF and the teachers involved to ensure this is done in such a way that it meets all examination board criteria.

It is the duty of heads of **faculty** to ensure that all non-examination assessment is ready for dispatch at the correct time. The **exams officer** will assist by keeping a record of each dispatch, including the recipient details, and the date and time sent.

Marks for internally assessed work are provided to the exams office by **heads of faculty and subject teachers**. The exams officer will inform staff of the deadline date for appeals against internal assessments.

Any appeals will be dealt with in accordance with our internal appeals procedure document.

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
- 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.

17.1 Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Swinton Academy recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images, all AI-generated content must be properly attributed

Where a student uses an AI tool, the student should retain a copy of the question(s) asked and the AI-generated responses. Students must submit this along with the assessment.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments

For more information on AI misuse, see [guidance from JCQ on AI use in assessments](#). Any misuse of AI tools may be treated as malpractice.

18. Results and certificates

Candidates will receive individual results slips on results days. These can be collected from academy staff. If you are not able to attend on results day, then please write to the exams officer. Results will be posted. If you are nominating someone else to collect for you, they will be expected to bring proof of identity.

The results slip **will** be in the form of a centre-produced document.

Arrangements for the centre to be open on results days are made by the principal and the exams officer.

The provision of the necessary staff on results days is the responsibility of **the exams officer and the head of centre.**

Dates of results days each year will be publicised for all candidates through **the academy website, information leaflets and letters home.**

18.1 Enquiries about results (EARs)

Enquiries about results may be requested by centre staff or the candidate following the release of results.

A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

The cost of EARs will be paid by the centre. If the request is made by the candidate only, then a request will be made by the academy for the student to cover the cost of the re-mark.

The cost of EARs is set out in section 7 of this policy ('Exam fees').

All decisions about whether to make an application for an EAR will be made by heads of faculties.

If a candidate's request for an EAR is not supported, the candidate may appeal and we will respond by following the process in our internal appeals procedure document.

All processing of EARs will be the responsibility of the exams officer and the head of centre, following the JCQ guidance.

18.2 Access to scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 10 working days of the receipt of results.

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

Applications for EARs cannot be submitted once an original script has been returned.

The exams officer is responsible for processing requests for ATS.

The cost of ATS will be paid by the centre or the candidate.

The cost of ATS is set out in section 7 of this policy ('Exam fees').

19. Monitoring and review

The head of centre is responsible for ensuring that this policy is reviewed every 2 years unless there are changes to:

- > The exams system
- > JCQ guidance
- > Your curriculum offer

20. Links with other policies

This policy links with our policies on:

- > Exam contingency plan
- > Whistle-blowing policy
- > Complaint's policy
- > Data protection policy

Addendum 1

Contingency Planning

1. Aims

This plan aims to:

- Examine potential risks and issues that could cause disruption to the management and administration of exams
- Mitigate the impact of disruptions by providing actions or procedures to follow

2. Legislation and guidance

This plan complies with the Joint Council for Qualifications (JCQ) General Regulations for Approved Centres, which requires all exam centres to have a written examination contingency plan/examinations policy.

This plan also complies with our funding agreement and articles of association.

It is also based on:

- Ofqual's guidance on contingency planning
- JCQ's joint contingency plan

3. Responsibilities

3.1 Head of centre

The head of centre is James Graham. They will ensure that a written examination contingency plan/examinations policy is in place and covers all aspects of examination administration.

3.2 Staff and invigilators

Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

4. Monitoring arrangements

This policy will be reviewed by the principal every year before each exam series. At every review, the policy will be shared with the governing board.

5. Links with other policies

This policy is linked to our:

- Assessment policy

6. Contingency plan

The table below sets out examples of scenarios where a contingency plan may be needed to minimise risk to examination administration. These are based on the JCQ's joint contingency plan, and are consistent with Ofqual's current contingency planning guidance.

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
<p>Disruption of teaching time in the weeks before an exam – centre is closed for an extended period</p>	<p>When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning, e.g. if the centre is forced to close due to increasing rates of coronavirus</p>	<ul style="list-style-type: none"> ➤ Seek advice from relevant awarding organisations and JCQ ➤ Have a contingency plan to facilitate alternative methods of learning, alternative venues or both ➤ Offer candidates an opportunity to sit any examinations missed at the next available series ➤ Communicate any changes to your plans with parents, carers and students 	<p>Head of Centre Exams Officer</p>

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
<p>Candidates unable to take examinations because of a crisis – centre remains open</p>	<p>In the event that candidates are unable to attend examination centres to take examinations as normal, e.g. sickness bug, or if they are self-isolating due to coronavirus</p>	<ul style="list-style-type: none"> ➤ Communicate with relevant awarding organisations at the outset to make them aware of the issue ➤ Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations ➤ Communicate any changes to your plans with parents and students ➤ Offer candidates an opportunity to sit any examinations missed at the next available series ➤ Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements 	<p>Head of Centre Exams Officer</p>

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Centre is unable to open as normal during the examination period	In the event that the centre is unable to open as normal for scheduled examinations, e.g. a fire at the centre, or increasing rates of coronavirus forces it to close	<ul style="list-style-type: none"> ➤ Inform relevant awarding organisations as soon as possible ➤ Refer to emergency plans and/or health and safety policy, where appropriate ➤ Head of centre will decide whether the centre is safe to open, based on advice or instructions from relevant local or national agencies ➤ Use alternative venues (Brookfield Junior Academy) in agreement with relevant awarding organisations ➤ Communicate any changes to your plans with parents, carers and students ➤ Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements ➤ Offer candidates an opportunity to sit any examinations missed at the next available series, if possible 	Head of Centre Exams Officer

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption in the distribution of examination papers	In the event that there is disruption to the distribution of examination papers to centres in advance of examinations	<ul style="list-style-type: none"> ➤ Find out from the awarding organisation if they're able to organise an alternative courier and time to deliver hard copies ➤ If the above isn't possible, you will receive electronic access to papers via a secure external network ➤ You will need to have plans in place to ensure you can receive, make and store papers under secure conditions ➤ As a last resort, your awarding organisation may consider rescheduling the examination 	Exams Officer

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption to the transportation of completed examination scripts	In the event that there is a delay in normal collection arrangements for completed examination scripts	<ul style="list-style-type: none"> ➤ If your examinations are part of the national 'yellow label service' or where your awarding organisation arranges collections, seek advice from awarding organisations and their normal collection agency regarding collection ➤ Only make alternative arrangements after approval from the awarding organisation and make sure papers are securely stored until collection ➤ Ensure secure storage of completed examination papers until collection ➤ If your centre makes its own transportation arrangements, investigate alternative arrangements that comply with the <u>JCQ's instructions for conducting examinations</u> 	Exams Officer

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked, e.g. a fire at the centre destroys completed examination scripts	<ul style="list-style-type: none"> ➤ Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers ➤ Where possible, the awarding organisation will generate candidate marks based on other appropriate evidence of candidate achievement ➤ Where marks cannot be generated by awarding organisations, candidates may need to retake affected assessment in a subsequent assessment series 	Head of Centre Exams Officer Heads of Faculty
Centre is unable to distribute results as normal or facilitate post results services	In the event that the centre is unable to access or manage the distribution of results to candidates, or to facilitate post results services	<ul style="list-style-type: none"> ➤ Contact awarding organisations about alternative options ➤ Make arrangements to access results at an alternative site ➤ Share facilities with other schools/colleges if possible ➤ Co-ordinate access to post results services from an alternative site ➤ Contact the relevant awarding organisation if electronic post results requests are not possible 	Head of Centre Exams Officer

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Absence of exam officers, teaching staff and/or invigilators	In the event that the exams officer is absent, teaching staff are unavailable to teach or insufficient staff to invigilate exams	<ul style="list-style-type: none"> ➤ Head of centre to act in absence of exams officer ➤ Request other teaching staff to assist with ensuring curriculum is followed and taught at the appropriate level ➤ Agency staff or alternative school staff to support with invigilation 	Head of Centre Exams Officer
Lack of appropriately trained invigilators	Should there not be a sufficient number of invigilators available who are appropriately trained	<ul style="list-style-type: none"> ➤ Agency staff requested ➤ Emergency training sessions be carried out ➤ Request assistance from trained invigilators at other sites within the trust 	Exams Officer
Failure of IT systems	Should IT hardware/software fail or be unavailable	<ul style="list-style-type: none"> ➤ IT support should be requested ➤ An alternative site be used 	Trust IT Manager
Lack of appropriate exam rooms	Should the exams rooms be unavailable or not appropriate	<ul style="list-style-type: none"> ➤ Alternative rooming should be used ➤ Alternative site could be used 	Head of centre Exams Officer

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Emergency evacuation of the exam room (or centre lock down)	Should there be a centre lock down or an emergency where the exam rooms are evacuated	<ul style="list-style-type: none"> ➤ Dependant on the severatiry of the incident, inform relevant awarding organisations as soon as possible ➤ Refer to emergency plans and/or health and safety policy, where appropriate ➤ Head of centre will decide whether the centre is safe to continue with theexam/s ➤ Use of alternative venues ➤ Communicate any changes to your plans with parents, carers and students ➤ Apply to awarding organisations for special consideration ➤ Offer candidates an opportunity to sit any examinations missed at the next available series, if possible 	Head of Centre Exams Officer SLT

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Markers unable to mark papers according to schedule	Should there be an issue with exam papers being marked	<ul style="list-style-type: none"> <li data-bbox="874 322 1212 591">➤ Seek advice from relevant exam boards as to how this issue is to be resolved and what impact this will have on students and their results <li data-bbox="874 613 1212 837">➤ Advise parents/carers/students of the issue and what steps are being taken to rectify the issue 	Exam boards Head of centre Exams Officer

Addendum 2

Non-examination Assessment Policy

Aims

This policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

2. Guidance

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](#), which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the JCQ's guidance on:

- Post-results services
- General regulations for approved centres
- Teachers sharing non-examination assessment material and candidates' work
- Artificial intelligence (AI) use in assessments: protecting the integrity of qualifications

This policy also complies with our funding agreement and articles of association.

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that can't be tested by timed written papers.

There are 3 assessment stages and rules which apply to each stage:

- Task setting
- Task taking
- Task marking

The rules often vary across subjects.

4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

4.1 Head of centre

In our school, the head of centre is James Graham, Principal.

The head of centre is responsible for ensuring that:

- The centre's non-examination assessment policy is fit for purpose
- The non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of exams and assessments
- The JCQ's guidance on AI use in assessments is followed, and that candidates do not submit inauthentic work
- The centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse
- Teachers and assessors are familiar with AI tools, their risks and AI detection tools
- The JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- The centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- Candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

4.2 Senior leaders

Senior leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that teaching staff are aware of the potential for malpractice

4.3 Subject leaders

Subject leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant

- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

4.4 Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with JCQ guidance on AI use in assessments
- Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action
- Explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice
- Ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marking internally-assessed work to the criteria provided by the awarding body
- Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team or to the awarding body directly

4.5 Examinations officer

The examinations officer is a distinct role performed by a different individual to the head of centre. The examinations officer is responsible for:

- Supporting the administration/management of non-examination assessment

4.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied

5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, **heads of faculty and teachers** will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

6.1 Supervision

- Invigilators are not required
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'
- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that:
 - There is sufficient supervision of every candidate to enable work to be authenticated
 - The work that an individual candidate submits for assessment is his/her own
 - Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own
 - Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will also:
 - Ensure that candidates understand the need to reference work
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material

6.2 Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- Unless specifically prohibited by the awarding body's specification, teachers may:
- Review candidates' work and provide oral and written advice at a general level

- Having provided advice at a general level, allow candidates to revise and redraft work
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

6.3 Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices
- Candidates will not introduce new resources between formally supervised sessions
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

6.4 Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities. When reviewing a piece of work to ensure its authenticity, teachers might compare it against other work created by the candidate.

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that:

- The work is solely that of the candidate concerned
- The work was completed under the required conditions

Signed candidate declarations are kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

8. Task marking

8.1 Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded in line with the relevant guidance.

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Teachers will not use AI as the sole means of marking candidates' work.

8.2 Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. This register must be retained until the deadline for requesting a review has passed.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

9. Malpractice

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party or used AI tools, without acknowledgement of how and when this was used
- Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body – though if the awarding body's confidential assessment material has been breached, this will be reported. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

- The piece of work will be awarded zero marks
- The candidate will be disqualified from that component for the examination series
- The candidate will be disqualified from the whole subject for the examination series
- The candidate will be disqualified from all subjects and barred from re-entering for a period of time

10. Enquiries about results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

11. Monitoring

This policy will be reviewed by **the principal** at the beginning of each academic year. At every review, the policy will be shared with the governing board and approved by **the local governing body**.

12. Links with other policies

This policy should be read in conjunction with the assessment policy.

- Child protection/safeguarding policy
- Complaint's policy
- Data protection policy
- Equalities policy
- Examination contingency plan
- Internal appeals procedure
- Policy regarding the management of GCSE and GCSE non-examination assessments
- Whistle-blowing policy

Addendum – Word processing

References in this policy addendum to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2023-2024 and Instructions for Conducting Examinations 2023-2024 publications.

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Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENDCo	Mrs Michelle Smith
ACET Inclusion Lead/Specialist Assessor	Mrs Cheryl Barquero
Exam Access Coordinator	Mrs Michelle Smith
Exams officer	Mrs Melanie Darwent
SLT member(s)	Mrs Louise Seagrave
IT for Exams manager	Mrs Melanie Darwent

Introduction

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

(AA 4.2.1)

The purpose of an access arrangement 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 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 in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCOs must consider the need for access arrangements on a subject-by-subject basis.

Purpose of the addendum

This addendum details how Swinton Academy complies with AA (chapter 4) Managing the needs of candidates and principles for centres and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.

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 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 if it is appropriate to their needs

Needs may include

- a learning difficulty which has a substantial and long term adverse effect on his/her 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)
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- provide access to 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 he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses 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 a subject within 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 within an onsite satellite examination venue.

In compliance with the regulations the centre

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) 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 his/her 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 his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is 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 his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

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 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

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

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 her own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

Appendix 1

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.