Carre's Grammar School
A Robert Carre Trust School

Examinations Policy

Rationale

Public examinations provide vital summative assessment, generally at the end of a Key Stage. This assessment gives information to students, parents, other education institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end the school participates willingly in the administration of these examinations in the best interests of the students and the school. In addition, other internally set and marked examinations may take place at other stages in a student's progress through the school in order to both prepare for public examinations and check student learning.

Purpose

To ensure that:

- The exams system in this school combines entitlement with flexibility;
- Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent; administration helps them to achieve their best;
- Students undertake examinations knowing what is expected of them in terms of preparation and behaviour;
- Students are guided in their decisions about whether to withdraw an examination entry and to do so with full knowledge of their implications for their careers or future education;
- Staff understand fully their obligations and responsibilities with relation to examinations;
- The school meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service;
- Accurate examination data is available to inform target setting;
- Curriculum planning, target setting and careers links take into account up-to-date information on the current examinations system.

Guidelines

Responsibilities for public examinations:

- **Head of School (Head of Centre)** - overall responsibility for the school as an examinations centre;
- **Senior Team** - organisation of teaching and learning and therefore of the opportunities for external validation of courses followed at key stages 4 and post-16;
- **Exams Officer** - administration of entries, relevant paperwork, organisation of examination sessions and examination data;
- **Administration Staff** - posting of examination papers;
- **Invigilators** - supervise the organisation and conduct of the examinations.

Introduction to Public Examinations

Each school within The Robert Carre Trust operates as a separate centre for examinations purposes and administration. There is an expectation that all students who have completed a course in any Ofqual-approved qualification will be entered for the external examination, including coursework, internal assessment or Non-Examination Assessment requirements.

Where teachers, with subject responsibility, have expressed serious concerns about an examination entry, they must raise them in good time with the examinations management team (The Examinations Officer, Head of Year as appropriate and the Subject Leader). *Any concerns must have been shared with parents/carers in good time. This is the responsibility of the Subject Leader.* If not resolved by this team and agreed with the parent and student, the issue should be referred to the school head for resolution.

The Head of Centre will make the final decision on individual entries where a concern has been raised and not resolved.

If students are withdrawn from examinations after entry deadlines and costs are incurred, these costs may be passed on to the Department or to the student (e.g. if a student fails to complete coursework despite repeated help from department). Any students entered early for an examination will be as fully prepared for the examination as other students taking the examination at the usual time, so there may also be a charge for late withdrawals.

The departments concerned must have provided ample advice and opportunity for a student in difficulties to make up any lost ground. Clear deadlines and targets must have been set.

Where a student is entered for an examination, but subsequently leaves the school, or is withdrawn after discussion with the subject teacher/subject leader and the Head of Year, it is the responsibility of the subject leader to inform the Examinations Officer of the withdrawal. Failure to do this will incur a penalty fee, which may be charged to the departmental budget.

The Examinations Officer will publish a schedule of the year's key dates and deadlines by the end of September in the relevant academic year and meet subject leaders to explain the entry process and the published deadlines.

Additional Needs and Access Arrangements

Applications for access arrangements are completed by the SENCO in collaboration with the examinations office. Protocols are revised and updated annually in line with the Joint Council for Qualifications (JCQ) regulations.

The expectation of JCQ is that wherever access arrangements are put in place for exams that as far as possible they are in line with normal working practice.

External Examinations (GCSE, GCE, CNat, CTEC)

Late fees are payable if the examination board's deadlines are not met. These may be charged to the relevant departments. Information regarding individual students' (syllabus code, option code, tier level etc.) must be made available to the Examinations Officer using the correct pro-forma at least two weeks before the examination boards' deadlines for the relevant examination season, as notified by the Examinations Officer in the schedule of key dates published in September.

The printout of entries must be signed as correct and returned to the Examinations Officer, a copy being kept for departmental records.

Non-Examination Assessments will be supported by the Examinations Office and suitable supervision

arrangements made if requested by Heads of Subject.

It is the subject leader's responsibility to ask the Examinations Officer to claim an award (Cash-in) for all students at the end of an AS course, whether or not they are continuing their subject to A-level. This also applies to any student who leaves the sixth form after completing the AS qualification.

CTEC Registration

CTEC registrations can be completed via EDI at any time, but for purposes of clarity, the Examinations Office should be informed of these by the end of September.

All registrations are entered by the Examinations Office.

External Candidates

The school accepts entries from external candidates at the discretion of the Examinations Officer. The school reserves the right to charge an administration fee, supply personal details for our records and pay all the relevant UAB charges. The Examinations Officer may decline to accept external entries where these necessitate an unreasonable workload for the Examinations Office or for teachers or for any reason which might in any way compromise school policies. If centre-employed staff wish to take external exams, they should seek entry at alternative centres.

Examinations Information

Students will be informed of their examination entries by a printout of their personal subject entry list and by copies of their personal timetables, which will be circulated as soon as available, but not less than two weeks before the date of the examination.

Seating plans will be posted outside Examination Halls on the morning of exams.

At the beginning of every examination, the subject leader or a representative should be available to check attendance with an up-to-date list of entries, and to carry out any administrative checks regarding the paper requested by the Examinations Officer.

Except for the administrative checks required above, no teacher is admitted to any Examinations Hall or room. No teacher may have access to the paper until the day after the examination. Any teacher arriving unannounced in the Examinations Hall without authority to carry out the administrative checks may be required to stay until the end of the examination.

All invigilation is carried out by appointed and trained (JCQ Regs) invigilators under the direction of the Examinations Officer.

The identity of all candidates (internal and external) will be verified through the use of photographic evidence such as school records, passports and driving licences as appropriate.

Invigilators

Invigilators are paid an hourly rate calculated to the nearest half hour after they finish work, based on the required time for each examination. They are expected to arrive one hour before the starting time for the examination session and carry out any duties directed by the Examinations Officer. They will receive a detailed briefing before every exam session.

Invigilators have any responsibility delegated by the Examinations Officer in respect of the conduct of the examination, including necessary supervision and direction of students in and around the examination halls.

Invigilators are directed to keep records of all matters relating to the administration and conduct of the examinations. Any of these records may be inspected by JCQ Examinations Inspectors.

Invigilators receive annual training updates of JCQ and UAB requirements and instruction in the standards required by The Robert Carre Trust. It is a condition of employment that all attend at least one training session.

Recruitment of invigilators is in line with all other staff recruitment and follows the principles laid down in Safe Recruitment. Appointment is subject to interview and successful clearance being received from DBS.

Inspection of Arrangements

JCQ (Joint Council for Qualifications) Inspectors will arrive without notice to inspect and report on all arrangements connected with the administration of examinations, including security and the identities of people authorised to be in the examination room. Their report is passed to all the examination boards and is available for OFSTED.

Facilities for the secure storage of all examination materials and papers in the separate centres will be used; these have been regularly inspected by JCQ and been assessed as fit for purpose. Teachers may not access these facilities.

Publication of Results

Results are available electronically in each school for the use of the Senior Leadership teams only on the day before Publication of Results to students. The results will be downloaded by the Examinations Officer through EDI and other methods approved by JCQ.

Results will be published according to the plans published by the Examinations Officer in consultation with the SLT.

Teachers may not access the results until the morning of Publication Day.

Students may have no access to results until the official publication time appointed by the examination boards.

EAR (Enquiries about Results) services are available to students and staff immediately on publication of results. Any query or uncertainty about the veracity or reliability of marking should immediately be passed to the Examinations Officer, who will provide any necessary support to resolve the uncertainty and explain any procedures that may need to be followed.

Internal Examinations

The Examinations Office assists the Deputy Head in the administration and running of mock GCSE, GCE and other internal examinations, where invigilation and examination conditions are similar to the arrangements for public examinations.

STEP, BMAT, ELAT, PPE and other entrance tests

These tests may be arranged and run with Examination Office support and/or other suitably trained personnel. Administration and tests will be conducted in line with the regulations laid down by the relevant awarding body.

University entrance tests will be run according to the regulations set down by the various institutions requiring the assessment or test.

Approved by the CGS SLT January 2022

Review date: February 2023 (Annually)

Appendices

1. DDA Access Policy and Statement
2. Disclosure and Barring Service
3. Enquiries About Results (EAR)
4. Equality Act in relation to Examinations
5. Exam Contingency Plan
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DDA Access Policy for Carre's Grammar School Examinations

Carre's Grammar School is committed to equality of opportunity and is keen to promote a learning and working environment that is inclusive, celebrates diversity and does not discriminate against any group.

In line with the school disability equality scheme and guidance from Ofqual, the following guidance document has been produced. Further guidance can be taken from the Disability Equality Scheme document dated December 2006 and the Equality Act of 2010.

Policy for Examinations

The Building

Statement of Need	Current Provision
Lighting:	
Ensure that the entrances to the centre and corridors approaching the examination rooms are well lit. Ensure lighting is suitable for use both during the day and in the evenings and is well maintained.	All lighting meets the legal H&S requirements. All corridors and entrances to the Exams areas in school are well lit, either by natural light or by fluorescent lighting. The site manager is responsible for ensuring that the lighting is fit for purpose and operating correctly. Additionally, the Exams team checks the lighting in each room prior to an exam taking place and inform the site manager of any issues.
Accessibility:	
Tactile surfaces to highlight any steps, stairways or changes in level.	All stairwells in school meet both legal & DDA requirements. All corridors in this building are wide enough to allow easy access for wheelchair users.
Wheelchair access in Learning Resource Centre.	A lift is available to gain access to the Exams
Room 23 can also accommodate wheelchairs with access to the toilets directly outside the room	Room 23 could hold approximately 15 students; this would allow students with a disability to feel fully integrated.

Accommodation:	
Exam rooms should be located close to an adapted toilet. Facilities should be in place to open the door from the outside in an emergency.	The adapted toilets provide basic welfare facilities. Where any further need is identified, facilities will be put in place to support this need. All adapted toilets are accessible from the outside in case of an emergency.
Emergency Evacuation:	
Ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.	We comply with the school procedure for Emergency Evacuation. Invigilators are made aware of any specific evacuation procedures in place for a student with a disability. Invigilators ensure that all candidates are aware of the evacuation procedures at the beginning of each exam. Where we have prior knowledge of a mobility issue, we would make evacuation arrangements according to the individual's needs. Candidates who use a wheelchair are located close to the door to allow them to easily enter and leave the examination room.
Seating:	
Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture. Ensure candidates who may become unwell are able to leave the room causing minimum disruption.	Seating is provided according to the individuals requirements. Candidates who may need to leave the room during the exam due to the nature of their disability will be situated close to the exit.
Signage:	
Ensure signs are reasonably sized, easily understood and where necessary, combine text, arrows, pictorial symbols and Braille.	Carre's Grammar School own exam signs are, as far as possible, simple, clear and consistent. They are generally displayed on A3 to meet the needs of students with a disability. Carre's Grammar School's Additional Support team assess individual needs and appropriate arrangements are put in place to ensure information is accessible.
Resources:	
Where computers are necessary for an examination, ensure that hardware and software have been properly adapted and tested for those who may use them.	Access arrangements will be put into place according to an individual's needs. Adapted keyboards, large screens and any appropriate software programs are available as necessary.

Carre's Grammar School Examinations Access Statement

As far as is reasonably practicable, Carre's Grammar School examinations department will ensure:

- Lighting is appropriate for candidates

- Premises will meet legal and DDA requirements

- Adapted facilities are provided as necessary

- The needs of all students will be considered in the event of an emergency evacuation

- Evacuation procedures will be provided at the beginning of each exam

- Appropriate seating / seating arrangements will be arranged in line with the candidates needs

- Access arrangements will be applied for and put in place according to the individuals needs and with the agreement of the Awarding Body

Associated Policies:

- Equal Opportunities Policy

Disclosure and Barring Service (DBS)

- as an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Carre's Grammar School complies fully with the code of practice and undertakes to treat all applicants for positions fairly
- Carre's Grammar School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed
- Carre's Grammar School can only ask an individual to provide details of convictions and cautions that Carre's Grammar School are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended)
- Carre's Grammar School can only ask an individual about convictions and cautions that are not protected
- Carre's Grammar School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- Carre's Grammar School actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records
- Carre's Grammar School select all candidates for interview based on their skills, qualifications and experience
- an application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position
- Carre's Grammar School ensures that all those in Carre's Grammar School who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences
- Carre's Grammar School also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974
- at interview, or in a separate discussion, Carre's Grammar School ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment
- Carre's Grammar School makes every subject of a criminal record check submitted to DBS aware of the existence of the code of practice and makes a copy available on request
- Carre's Grammar School undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

Enquiries about Results (EAR)

1. If a candidate wishes to query a result, they must do so as a matter of urgency. Awarding Bodies set very strict deadlines for any enquiries. These deadlines and associated costs will be published on results days.

2. Any query should first be discussed with the appropriate subject teacher.

3. The following Enquiries about Results (EARs) are available:

   Service 1 – Re-check of all clerical procedures leading to a result

   Service 2 – Post-results review of the original marking to ensure the agreed mark scheme has been applied correctly

   Service 3 – Post-results review of moderation to ensure the assessment criteria has been fairly, reliably and consistently applied

4. The following Access to Scripts (ATS) options are available:

   A photocopy of scripts after Service 1 or service 2 has occurred

   Original scripts can be returned

5. The Examinations Office should be approached by either the teacher or student to submit the enquiry or ATS request.

6. For all EARs the candidate must complete Appendix A from the JCQ instructions on Post Results Services. This confirms that the candidate understands that the remark may result in the original mark being lowered as well as raised.

7. If the school is to query the results then the appropriate form should be completed confirming who will pay for the remark. The Headteacher's signature will be required.

8. If the student is to query the result then appropriate payment, in the form of a cheque, must be provided to the Examinations Officer, before the enquiry can be submitted. The cheque will be held securely by the Examinations Officer until the enquiry has been finalised. If the EAR results in the original overall certification grade remaining unchanged then a charge will apply and the candidates' fee will be cashed. If the original certification is amended then there will be no charge and the fee will be returned to the student.

9. Any Service 3 EARs should be requested by the teacher using the appropriate paperwork from the Examinations Officer. No candidates consent is required.

10. The outcome of the EAR will be communicated to the original requestor.

11. Departments requiring reviews of the original marking or the return of papers (Service 2 – individual script - and Service 3 – re-assessment of coursework (Non-Examination Assessments) must clear this first with the Curriculum SLT link in each school. Fees for these services are high and may be charged to departmental budgets.

12. If departments require papers to be returned for their own use they will be charged. If these papers are to be used as teaching examples, written permission must first be obtained from the student whose paper is asked for. The Examinations Office has the necessary permission forms. All names should be removed before these materials are used in teaching.

13. EAR services will be processed in the school by the Examinations Officer following JCQ procedures.

Equality Act

> **Equality Statement**
> Carre's Grammar School values diversity, and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment - for staff, students and visitors.
>
> **Equality Impact Assessment (EIA)**
> This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.
>
> **EIA outcomes**
> • No areas of potential negative impact were found and actions resulting in positive impact are in place where appropriate.

Equality Act Policy in Relation to Exams

Introduction

Facilities exist for pupils with disabilities to access the curriculum and all relevant areas of the School. The School recognises its responsibility to provide equal access to education for all pupils irrespective of disability and confirms its commitment to ensure that no student will be treated less favourably as a result of disability.

Definition of disability
A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-today activities.

School accessibility plan
The physical environment will be reviewed for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.

Treatment of Students
The School is committed to the fair and equitable treatment of all students regardless of disability. Furthermore the School is committed to make all "reasonable adjustments" to meet the needs of disabled students in all aspects of School life.

Ensuring that the examination/examination centre is accessible
The Building
As stated above, facilities exist for students with disabilities to access the curriculum and all relevant areas of the School.

- A private room can be arranged for an examination, where appropriate, with the Exams Officer checking that the environment is suitable for the candidate.

  For example, that there is enough room for a wheelchair and its supports.
- Provision will be made, where appropriate, to ensure that those who need to take medication during the course of an examination, can do so in privacy and as quickly as possible.

- Examination rooms will be arranged, where possible, close to an accessible toilet.

- The School is committed to make all "reasonable adjustments" to meet the needs of disabled students, where necessary. For an exam, this may mean choosing a room that ensures that the candidate feels most comfortable or arranging specific lighting or tactile surfaces, etc.

- The School will ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.

Seating
- Candidates will be seated close to the exit in the examination room to make them feel more comfortable and to limit disruption for others.

- There will be sufficient space between desks and chairs to enable a candidate (or invigilator) that uses a wheelchair to enter and leave the area without difficulty.

- Chairs will be made available, where necessary, outside examination rooms to enable those with mobility issues to sit and rest before they enter the examination.

- We will ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.

Signage
- We will ensure that all the signs for the examination and those provided by the Examination Body are suitably sized and adapted to meet the needs of candidates with a disability.

- Sign content will be simple, short and easily understood. Text and lettering will be in a clear, uncomplicated and reasonably sized font.

Emergency Evacuation
- The Exams Officer and invigilators will know what procedures are in place for those with a disability, in particular, for those who may need assistance to leave a building. They will make sure that when evacuation and emergency procedures are being explaining to candidates, attention is given to appropriate explanation for those with a disability whose arrangements may be different.

- Most ground floor exits are level and are accessible to wheelchair users.

Resources
- Where computers are being used for an examination, the School will ensure that hardware and software has been properly adapted and tested for those who may use them, such as people with a visual or aural impairment. The School will also ensure that there are backups and alternatives in case support equipment ceases to function.

Improving the candidate experience
- The Exams Officer will maintain a good, positive working relationship with the Special Educational Needs department to ensure that there are clear lines of communication.

- Evidence to support applications for access arrangements will be obtained and recorded using key guidance provided by the Awarding Body booklet, Access Arrangements and Special Consideration, to ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability. This will ensure the consideration of a whole range of adjustments, which can be made to ensure that there is a level playing field for candidates with a disability. These adjustments may include:

- Modified test papers, for example enlarged print or Braille.

- Up to 25 per cent extra time (or considerably more if a candidate's disability is of a profound and extensive nature).

- A reader or scribe. Ensuring that the candidate is placed with a member of staff that they are used to working with and feel comfortable with.

- Supervised rest breaks.

- Different coloured scripts.

- Use of a bilingual dictionary.

- A prompter.

- Use of a computer or other technology.

- Use of an individual room.

- Exam results are made available to all pupils in the Sixth Form Work Room which is fully accessible to disabled students. A private accessible room can be arranged for a student where requested or deemed appropriate.

Exam Contingency Plan

Contents

Purpose of the plan

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)
2. SENCo extended absence at key points in the exam cycle
3. Teaching staff extended absence at key points in the exam cycle
4. Invigilators - lack of appropriately trained invigilators or invigilator absence
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. Disruption of teaching time – centre closed for an extended period
8. Candidates unable to take examinations because of a crisis – centre remains open
9. Centre unable to open as normal during the exams period
10. Disruption in the distribution of examination papers
11. Disruption to the transportation of completed examination scripts
12. Assessment evidence is not available to be marked
13. Centre unable to distribute results as normal

Further guidance to inform and implement contingency planning

Ofqual

JCQ

GOV.UK

Purpose of the plan

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

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

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

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

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

- Key tasks required in the management and administration of the exam cycle not undertaken including:
- *Planning*
  - o annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
  - o annual exams plan not produced identifying essential key tasks, key dates and deadlines
  - o sufficient invigilators not recruited and trained
- *Entries*
  - o awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
  - o candidates not being entered with awarding bodies for external exams/assessment
  - o awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
  - o exam timetabling, rooming allocation; and invigilation schedules not prepared
  - o candidates not briefed on exam timetables and awarding body information for candidates
  - o exam/assessment materials and candidates' work not stored under required secure conditions
  - o internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- *Exam time*
  - o exams/assessments not taken under the conditions prescribed by awarding bodies
  - o required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
  - o candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
  - o access to examination results affecting the distribution of results to candidates
  - o the facilitation of the post-results services

Centre actions:

- SLT to nominate a 'deputy' to cover a role/task or network with staff from a local centre; sharing expertise with a local centre.

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

Criteria for implementation of the plan

- Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:
- *Planning*
  - o candidates not tested/assessed to identify potential access arrangement requirements
  - o evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
  - o approval for access arrangements not applied for to the awarding body
  - o modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
  - o staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
  - o access arrangement candidate support not arranged for exam rooms

Centre actions:
• SLT to nominate a deputy (Learning Support Mentors) and an admin assistant to cover role.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:
 	
 • *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
 • *Final entry information not provided to the exams officer on time; resulting in:*
    o *candidates not being entered for exams/assessments or being entered late*
    o *late or other penalty fees being charged by awarding bodies*
 • *Internal assessment marks and candidates' work not provided to meet submission deadlines*
 	
 Centre actions:
 	
 • SLT to nominate an acting head of department to cover role/task or second in department to cover.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan
• *Failure to recruit and train sufficient invigilators to conduct exams*   • *Invigilator shortage on peak exam days*   • *Invigilator absence on the day of an exam*   Centre actions: • Internal invigilators to be utilised alongside the external team of trained staff.

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

Criteria for implementation of the plan
• *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*   • *Insufficient rooms available on peak exam days*   • *Main exam venues unavailable due to an unexpected incident at exam time*   Centre actions: • Alternative venues to be sourced from the cover supervisor.

6. Failure of IT systems

Criteria for implementation of the plan
• *MIS system failure at final entry deadline*   • *MIS system failure during exams preparation*   • *MIS system failure at results release time*   Centre actions: • The centre will communicate with relevant awarding organisations at the outset to resolve the issue.

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

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

- Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.

8. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions:

- The centre to communicate with relevant awarding organisation at the outset to make them aware of the issue. Centre to communicate with parents, carers and candidates regarding solutions to the issue.

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

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions:

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

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions:

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

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Centre to communicate with relevant awarding organisations and courier at the outset to resolve the issue.

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to, lost or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

- It is the responsibility of the Head of Centre to communicate this immediately to the relevant awarding organisations and subsequently to students and their parents or carers.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions:

- Centres to contact awarding organisations about alternative options.

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

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland
https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland

JCQ

General regulations

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

Guidance on *alternative site arrangements*

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

Instructions for conducting examinations

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

A guide to the special consideration process

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

GOV.UK

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

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

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide

Fire Evacuation

The invigilator/teacher **must** take the following action in an emergency such as a fire alarm, bomb alert or any other emergency which requires an evacuation of an examination / controlled assessment room.

Invigilators at Carre's Grammar School have been informed that they must take the following action in accordance with JCQ *Instructions for conducting examinations.*

- Stop the candidates from writing.
- Collect the attendance register (in order to ensure all candidates are present).

    In the event of a fire alarm at the school during exams the instruction is: **Invigilators should await instructions for the H&S Officer or member of SLT whether the exam room(s) should be evacuated.**

- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room
  (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.
- Candidates should leave the room in silence and proceed to fire assembly point.
- Make sure that 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.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- Give candidates 5 minutes to recollect and gather themselves before re-starting the examination.
- Make notes of the incident to enable the examinations officer to produce a full report of the incident and of the action taken, and send to the relevant awarding body.

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

- The exam room must be evacuated by the nearest fire exit.
- Candidates must be escorted to the assembly point in the Sports Hall car park/field.
- On returning to the exam room allow candidates time to settle down, reminding them they are still under exam conditions.
- Restart the exam and allow candidates the full working time set for the examination.
- Make relevant changes to the displayed finish time.
- All information regarding the evacuation must be recorded on the exam room incident log.

Identification of Candidates

The JCQ requires centres to verify the identity of all candidates. Carre's Grammar School will uphold this requirement in the following ways:

<u>**Internal Candidates**</u>

A file containing photographs of all students sitting examinations will be available in the main examination hall. If, after consulting the photographs, there is any doubt in the identification of a student, a member of the SLT or Head of Year will be asked to verify the identity in question.

<u>**External Candidates**</u>

External candidates will be informed at point of entry to provide photographic ID before entering them for any examinations and of the need to bring photographic ID (ideally passport or driving licence) to all examinations or assessments.

A register will be taken in each examination room to include both internal and external candidates.

If there is any doubt as to the candidate's identity this will be reported to the relevant awarding body

Internal Appeals Procedure

Appeals procedure against internal assessment decisions

Carre's Grammar School is committed to ensuring that internal assessments are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents. Internal assessment includes controlled assessments, coursework and portfolios of evidence

This is ensured by:

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

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

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

1. Appeals should be made as early as possible and **at least two weeks before** the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the summer exam series)

2. Appeals should be made using the **internal appeals form** completed by the candidate (or parent/carer)

3. The head of centre will appoint a member of the senior leadership team, who has no involvement in the assessment process for that subject to conduct the investigation

4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements as detailed in the awarding body specification(s) and/or subject-specific associated documents

5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to internal assessment procedures

6. The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity in procedures to light, the awarding body will be informed

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

Reviews of marking - centre assessed marks
(GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)
Carre's Grammar School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

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

Provided that the candidate meets the school deadlines for submission of work the school will provide the candidate with the mark that the centre has awarded the candidate at least four weeks before the marks have to be submitted to the board.

If a candidate believes the marks awarded by the centre may be inaccurate they may request the chance to see their marked work and go through how the grade has been awarded with a member of staff. If after this they still believe that the mark may be wrong they may request an independent review of the mark. In order to provide sufficient time for this to be done properly and for the school to action any further work that comes out of this the request must be made at least three weeks before the board deadline.

Candidates need to be aware that the marks can go up or down, but changes will only be made if the mark is outside of normal tolerance. This is in line with the practice of exam boards with regards to their re-marking of board assessed material.

Requests for reviews of marking must be made at least three weeks before the examination board deadline for submission of marks accompanied by the appropriate fee and the Internal Appeals Form.

The school will:
- ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

- inform candidates that they may request copies of materials e.g. specification' mark scheme to assist them in considering whether to request a review of the centre's marking of the assessment.

- having received a request for copies of materials, promptly make them available to the candidate within 5 working days (during term time).

- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

- allow sufficient time (10 days) for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

- ensure that the review of marking is carried out by an assessor who has appropriate competence (if necessary from another local school), has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

- inform the candidate in writing of the outcome of the review of the centre's marking.

If the review has led to a change in the mark for the candidate the candidate's payment will be refunded.

The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

Internal appeals form

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

FOR CENTRE USE ONLY	
Date received	
Reference No.	

☐ Appeal against an internal assessment decision and/or request for a review of marking

☐ Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Name of appellant		Candidate name if different to appellant	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below

(If applicable, tick below)

☐ Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking

If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant signature: Date of signature:

This form must be signed, dated and returned to the exams officer to the timescale indicated in the relevant appeals procedure

Complaints and appeals log

On receipt, all appeals will be assigned a reference number and logged.

The outcome of any reviews of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

Ref No.	Date received	Complaint or Appeal	Outcome	Outcome date

JCQ
- ► General Regulations for Approved Centres

https://www.jcq.org.uk/exams-office/general-regulations
- ► Post-Results Services

https://www.jcq.org.uk/exams-office/post-results-services
- ► JCQ Appeals Booklet

https://www.jcq.org.uk/exams-office/appeals
- ► Notice to Centres - Reviews of marking (centre assessed marks)

https://www.jcq.org.uk/exams-office/controlled-assessments
https://www.jcq.org.uk/exams-office/coursework
https://www.jcq.org.uk/exams-office/non-examination-assessments
Ofqual
- ► GCSE (9 to 1) qualification-level conditions and requirements
  https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

- ► GCSE (A* to G) qualification-level conditions and requirements

https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements
- ► GCE qualification-level conditions and requirements
  https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements

- ► Pre-reform GCE qualification-level conditions and requirements
  https://www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications

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

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

The service, *enquiries about results* (EARs), may be requested by centre staff or candidates (or their parents/carers) if there are reasonable grounds for believing there has been an error in marking. If a query is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre's expense.

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

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

Appeals procedure following the outcome of an enquiry about results

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

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

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

Word Processor Policy
Some students may benefit from the use of a word processor during some or all of their examinations.

For example, candidates 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
- Poor handwriting
- Planning and organisational problems when writing by hand

This list is not exhaustive. Each case will be considered on its merits with a decision made by the SENCO in consultation with SLT.

In all cases the use of a word processor must reflect the candidate's **NORMAL WAY OF WORKING** within the centre and be appropriate to the candidate's needs. The use of a word processor will not be granted to a candidate because he/she prefers, to type, works faster on a keyboard, or because they use a laptop/PC at home. Permission to use a laptop/device in class should not be taken to imply permission to use this arrangement in examinations.

Candidates must not use their school log-in on a school computer for exams. The invigilator will always give a specific exams log-in.

Candidates must not use their own computer/lap-top for exams.

Candidates are responsible for frequently saving their work during the exam time.
It is the responsibility of the candidate to ensure that the pages are numbered, that each page has the centre number, candidate number and unit/component code as either a header or a footer, that the script is written with a minimum of 12 point font and there is double spacing.

At the end of the exam, the invigilator will always have an exams memory stick to save the candidates work to. A student's own memory stick must NEVER be used.

Every effort is made to ensure that candidates cannot access spell check, their own drive and the internet during exams. However, if any student is found trying to get around the settings this will be interpreted by the school as malpractice and will be reported to the Awarding Body.

Non-Examination Assessment

Introduction

Non-Examination Assessment is internal assessment is used for those aspects of a subject which cannot be readily assessed by external examination.

Different subjects require different amounts of Non-Examination Assessment. Some subjects with no Non-Examination Assessment are assessed entirely by external examination.

Every school and college must ensure that Non-Examination Assessment is managed effectively and operates smoothly to benefit students and comply with the regulations.

Principles

As far as possible, and within the context of the availability of suitable accommodation and resources, students will undertake Non-Examination Assessments at the most appropriate time during their courses according to their prior learning and requirements of the specification.

The three stages in Non-Examination Assessment (task-setting, task-taking and task-marking) will be conducted in line with the regulations laid down by JCQ and the individual awarding examination boards.

Procedures to be followed

- Non-Examination Assessments are suitably incorporated into schemes of work
- Advance planning, from the beginning of teaching, to avoid missing deadlines and compromising students' achievement
- The relevant staff have all the necessary information from the awarding organisation concerning the assessment task and the controls which need to be applied to it
- Additional requirement for candidates with special educational needs are clearly laid out
- Contingency arrangements in the event that a planned assessment cannot take place for some or all of the candidates are in place
- Internal standardisation of marking for all teachers involved in assessing an internally assessed component
- Suitable secure storage for candidates' work
- The necessary data records are kept and submitted to the awarding organisation by the specified dates.

Responsibilities

Senior Leadership Team

- Accountable for the safe and secure conduct of Non-Examination Assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

- At the start of the academic year, begin coordinating with Heads of Department/Subject to schedule Non-Examination Assessments. (It is advisable that Non-Examination Assessments be spread throughout the academic years of key stages 4 and 5).
- Map overall resource management requirements for the year. As part of this resolve:
  - Clashes/ problems over the timing or operation of Non-Examination Assessments.
  - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events

Heads of Department

- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that all the teachers in the Faculty/Department understand their responsibilities with regard to Non-Examination Assessment and are familiar with the contents of the JCQ publication "*Instructions for conducting Non-Examination Assessments*".
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Have ultimate responsibility in ensuring that all confidential materials, together with the work produced by the candidates, are stored securely at all times in accordance with sections 2.1 and 2.2 of *"Instructions for conducting Non-Examination Assessments"*.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *"Instructions for conducting Non-Examination Assessments"*.
- Understand and comply with the awarding body specification for conducting Non-Examination Assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for Non-Examination Assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times in accordance with sections 2.1 and 2.2 of *"Instructions for conducting Non-Examination Assessments"*.
- Ensure that, where appropriate, Support Staff be given sufficient notice in which to order and prepare materials needed for assessments.
- Supervise assessments (**at the specified level of control**). Undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows.
- Ensure that pupils and supervising teachers sign authentication forms on completion of an assessment.

- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Examination Officer

- Enter students for individual units, whether assessed by Non-Examination Assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where Non-Examination Assessment cannot be conducted in the classroom, arrange suitable accommodation where Non-Examination Assessment can be carried out, at the direction of the senior leadership team.
- Create, publish and update an internal appeals policy for Non-Examination Assessments.

Special Educational Needs Co-ordinator/Additional Learning Support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Important! All who conduct Non-Examination Assessments should be aware of the following changes and understand:

- The three levels of supervision i.e. **High (Formal), Medium (Informal)** or **Low (Limited)** and the differences in the management of these assessments.
- That in the case of High Level supervision candidates should **NOT** have access to e-mail, the internet, *mobile phones* or any other electronic devices
- That if videos or photographs/images of the candidates are to be included as part of presentation consent must be obtained from parents/carers/guardians.
- That formal permission is not needed for Word Processing *unless otherwise stated in the Examination Board's Specification*. A candidate using a word processor must ensure that his/her name appears on every page as a header or footer.

Internal Appeals Procedure

Procedures to be followed in the event of a query or complaint about Non-Examination Assessment are laid out in the policy 'Appeals against internal assessment of work for external qualifications'.

Sources of Further Information

- Specifications available from the awarding organisations' websites
- Joint Council for Qualifications guidance

Monitoring Arrangements

The effectiveness of Non-Examination Assessment and the associated policy will be monitored through an annual report to the senior leadership team from the Assistant head with responsibility for examination and assessment. The report will contain feedback from the examinations officer and departmental/faculty heads.

Non-Examination Assessment Protocols

Formal supervision (high level of control) sessions
• Students must be in direct sight of the supervisor at all times.
• The use of resources is tightly prescribed, normally only research folders/diaries.
• Students must complete all work independently.
• Students must not communicate with each other.
• No assistance can be given to students.

To all extents and purposes it is recommended that Formal Supervision (high level of control) sessions are treated in the same way as Public Examinations i.e. students should hand in their mobile phones and electronic devices at the start of a session, have a clear pencil case, leave their bags outside the room, and not communicate for the duration of the session.

Informal supervision (medium level of control) sessions
• Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated.
•Teachers must ensure that:
• the students' work is their own
• plagiarism does not take place
• the contributions of individual students are recorded accurately.
• Students have access to resources.
• Students can work together.
• Students can receive limited teacher guidance.

Limited supervision (low level of control) sessions
• Some work can be completed without supervision, outside the classroom/centre.
• Students have access to resources.
• Students can work together.
• Students can receive guidance from teachers.

How should centres store work securely?
Throughout the assessment period, all assessment materials (including mark schemes and student work) must be stored securely, usually in a locked cabinet/cupboard. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate,

research folders/diaries. Work produced electronically must be saved securely to ensure it can't be amended between sessions. Work stored on memory sticks etc should also be collected in after each session. In some cases, eg where students are producing artefacts in Design and Technology or artwork in Art and Design, the locked classroom, studio or workshop will count as secure storage.

Good Practice

- Have a labeled box placed prominently for the collection of mobile phones (switched off) and other unauthorised material prior to a Formal Assessment.
- Keep a Faculty/Departmental log which contains:
- The date and time of each assessment together with its title
- The name of the supervising teacher
- A list of candidates who were present during the assessment
- A list of any absent candidates
- A log of any incidents which occurred during the assessment
- Give each candidate a copy of the JCQ *Notice to Candidates* (for Non-Examination Assessments) at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

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

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

Subject head/lead
- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics (in Autumn 2016)
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

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

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

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

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

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

Subject teacher
- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	*Awarding body key date for accessing/downloading set task noted prior to start of course* *IT systems checked prior to key date* *Alternative IT system used to gain access* *Awarding body contacted to request direct email of task details*	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	*Ensures that subject teachers access awarding body training information, practice materials etc.* *Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification* *Samples assessment criteria in the centre set task*	
Candidates do not understand the marking criteria and what they need to do to gain credit	*A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates* *Records confirm all candidates understand the marking criteria* *Candidates confirm/record they understand the marking criteria*	
Subject teacher long term absence during the task setting stage	*See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle*	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	*Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications* *Awarding body guidance sought where this issue remains unresolved*	
Awarding body set task not issued to candidates on time	*Awarding body key date for accessing set task as detailed in the specification noted prior to start of course* *Course information issued to candidates contains details when set task will be issued and needs to be completed by* *Set task accessed well in advance to allow time for planning, resourcing and teaching*	
The wrong task is given to candidates	*Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates* *Awarding body guidance sought where this issue remains unresolved*	
Subject teacher long term absence during the issuing of tasks stage	*See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle*	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	*Assessment plan identified for the start of the course* *Assessment dates/periods included in centre wide calendar*	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	*Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course* *Staggered sessions arranged where IT facilities insufficient for number of candidates*	

	Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	
Insufficient supervision of candidates to enable work to be authenticated	*Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates* *Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy*	
A candidate is suspected of malpractice prior to submitting their work for assessment	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed* *An internal investigation and where appropriate internal disciplinary procedures are followed*	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate*	
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	*Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity* *Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component* *Candidate confirms/records advice and feedback given prior to starting on their work*	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	*Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity* *Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component* *Candidate confirms/records advice and feedback given during the task-taking stage*	
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	*An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant* *Records as detailed above are provided to confirm all assistance given* *Where appropriate, a suspected malpractice report is submitted to the awarding body*	
Candidate does not reference information from published source	*Candidate is advised at a general level to reference information before work is submitted for formal assessment* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*	

Candidate does not set out references as required	*Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*	
Candidate joins the course late after formally supervised task taking has started	*A separate supervised session(s) is arranged for the candidate to catch up*	
Candidate moves to another centre during the course	*Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place*	
An excluded pupil wants to complete his/her non-examination assessment(s)	*The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education* *If so, arrangements for supervision, authentication and marking are made separately for the candidate*	
Resources		
A candidate augments notes and resources between formally supervised sessions	*Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions* *Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions* *Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions*	
A candidate fails to acknowledge sources on work that is submitted for assessment	*Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources* *Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately* *Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate*	
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	*Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory* *Where limits are for guidance only, candidates are discouraged from exceeding them* *Candidates confirm/record any information provided to them on word or time limits is known and understood*	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	*Records confirm the awarding body specification has been checked to determine if group work is permitted* *Awarding body guidance sought where this issue remains unresolved*	
Authentication procedures		

A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	*Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work* *Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments* *Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments* *The candidate's work is not accepted for assessment* *A mark of zero is recorded and submitted to the awarding body*	
Candidate does not sign their authentication statement/declaration	*Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments* *Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments* *Declaration is checked for signature before accepting the work of a candidate for formal assessment*	
Subject teacher not available to sign authentication forms	*Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures*	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	*Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment*	
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	*Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments* *Regular monitoring ensures subject teacher use of appropriate secure storage*	
Adequate secure storage not available to subject teacher	*Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course* *Alternative secure storage sourced where required*	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	*Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate* *If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate*	
A candidate is absent on the day of the examiner visit for an unacceptable reason	*The candidate is marked absent on the attendance register*	
Task marking – internally assessed components		
A candidate submits little or no work	*Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body*	

	Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	
A candidate is unable to finish their work for unforeseen reason	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work*	
The work of a candidate is lost or damaged	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work*	
Candidate malpractice is discovered	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed* *Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed* *Appropriate internal disciplinary procedures are also followed*	
A teacher marks the work of his/her own child	*A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course* *Marked work of said child is submitted for moderation whether part of the sample requested or not*	
An extension to the deadline for submission of marks is required for a legitimate reason	*Awarding body is contacted to determine if an extension can be granted* *Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension*	
After submission of marks, it is discovered that the wrong task was given to candidates	*Awarding body is contacted for guidance* *Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates*	
A candidate wishes to appeal the marks awarded for their work by their teacher	*Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body* *Records confirm candidates have been informed of their marks* *Candidates are informed that these marks are subject to change through the awarding body's moderation process* *Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks* *Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body*	
Deadline for submitting work for formal assessment not met by candidate	*Records confirm deadlines given and understood by candidates at the start of the course* *Candidates confirm/record deadlines known and understood* *Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted*	

	late for marking providing the awarding body's deadline for submitting marks can be met *Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate*	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	*Internal/external deadlines are published at the start of each academic year* *Reminders are issued through senior leaders/subject heads as deadlines approach* *Records confirm deadlines known and understood by subject teachers* *Where appropriate, internal disciplinary procedures are followed*	
Subject teacher long term absence during the marking period	*See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)*	

Fair Assessment

Rationale

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

Students are made aware of the existence of this policy and have open access to it. It can be found online at www.carres.lincs.sch.uk. Staff and students are made aware of the contents and purpose of this policy.

What students can expect from us:
- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams to follow the requirements of the awarding body.
- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- Where a student has additional needs, allowable support strategies for external assessments will be put in place in accordance with guidance from the relevant awarding body.
- For students with learning difficulties, qualified assessors will be appointed by the Head of Centre in order to identify appropriate access arrangements. The validity of the qualifications of assessors employed by the school will be rigorously checked.
- Where equivalents and exemptions can be applied, the school will ensure this is pursued with the relevant awarding body.

Plagiarism

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

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

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

The school will ensure that as far as practicably possible, provision, accommodation, facilities and resources relating to the examinations process will meet the needs of all groups according to the requirements of DDA and the Equality Act.

Associated Policies:

- RCT Equal Opportunities Policy

General Data Protection Regulation policy (exams)

Purpose of the policy

This policy details how Carre's Grammar School, in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act (DPA) and General Data Protection Regulation (GDPR).

Students are given the right to find out what information the centre holds about them, how this is protected, how this can be accessed and how data breaches are dealt with.

All exams office staff responsible for collecting and sharing candidates' data are required to follow strict rules called 'data protection principles' ensuring the information is:
- used fairly and lawfully
- used for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than is absolutely necessary
- handled according to people's data protection rights
- kept safe and secure
- not transferred outside the European Economic Area without adequate protection

To ensure that the centre meets the requirements of the DPA and GDPR, all candidates' exam information – even that which is not classified as personal or sensitive – is covered under this policy.

Section 1 – Exams-related information

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations. For further details on the type of information held please refer to *Section 5 – Candidate information, audit and protection measures*.

Candidates' exams-related data may be shared with the following organisations:
- Awarding bodies
- Joint Council for Qualifications
- DfE, Local Authority, RCT MAT, the press

This data may be shared via one or more of the following methods:
- hard copy
- email
- secure extranet site(s) e.g. eAQA; OCR Interchange; Pearson Edexcel Online; WJEC Secure services
- Facility Management Information System (MIS) provided by Advance Learning - sending/receiving information via electronic data interchange (EDI) using A2C (https://www.jcq.org.uk/about-a2c) to/from awarding body processing systems

This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments, special consideration requests and exam results/post-results/certificate information.

Section 2 – Informing candidates of the information held

Carre's Grammar School ensures that candidates are fully aware of the information and data held.

All candidates are:
- informed via centre examination student handbook

- given access to this policy via centre examination student handbook

Section 3 – Hardware and software

IT hardware, software and access to online systems is protected in line with DPA & GDPR requirements.

Section 4 – Dealing with data breaches

Although data is handled in line with DPA/GDPR regulations, a data breach may occur for any of the following reasons:
- loss or theft of data or equipment on which data is stored
- inappropriate access controls allowing unauthorised use
- equipment failure
- human error
- unforeseen circumstances such as a fire or flood
- hacking attack
- 'blagging' offences where information is obtained by deceiving the organisation who holds it

If a data protection breach is identified, the following steps will be taken:

1. **Containment and recovery**

The school's Data Protection Officer will lead on investigating the breach.

It will be established:

- who needs to be made aware of the breach and inform them of what they are expected to do to assist in the containment exercise. This may include isolating or closing a compromised section of the network, finding a lost piece of equipment and/or changing the access codes
- whether there is anything that can be done to recover any losses and limit the damage the breach can cause. As well as the physical recovery of equipment, this could involve the use of back-up hardware to restore lost or damaged data or ensuring that staff recognise when someone tries to use stolen data to access accounts
- which authorities, if relevant, need to be informed

2. **Assessment of ongoing risk**

The following points will be considered in assessing the ongoing risk of the data breach:

- what type of data is involved?
- how sensitive is it?
- if data has been lost or stolen, are there any protections in place such as encryption?
- what has happened to the data? If data has been stolen, it could be used for purposes which are harmful to the individuals to whom the data relates; if it has been damaged, this poses a different type and level of risk
- regardless of what has happened to the data, what could the data tell a third party about the individual?
- how many individuals' personal data are affected by the breach?
- who are the individuals whose data has been breached?
- what harm can come to those individuals?
- are there wider consequences to consider such as a loss of public confidence in an important service we provide?

3. Notification of breach

Notification will take place to enable individuals who may have been affected to take steps to protect themselves or to allow the appropriate regulatory bodies to perform their functions, provide advice and deal with complaints.

4. Evaluation and response

Once a data breach has been resolved, a full investigation of the incident will take place. This will include:

- reviewing what data is held and where and how it is stored
- identifying where risks and weak points in security measures lie (for example, use of portable storage devices or access to public networks)
- reviewing methods of data sharing and transmission
- increasing staff awareness of data security and filling gaps through training or tailored advice
- reviewing contingency plans

Section 5 – Candidate information, audit and protection measures

For the purposes of this policy, all candidates' exam-related information – even that not considered personal or sensitive under the DPA/GDPR – will be handled in line with DPA/GDPR guidelines.

An information audit is conducted every 3 years.

Protection measures may include:
- password protected area on the centre's intranet
- secure drive accessible only to selected staff
- information held in secure area

Section 6 – Data retention periods

Details of retention periods, the actions taken at the end of the retention period and method of disposal are contained in the centre's archiving policy contained in the GDPR policy.

Section 7 – Access to information

Current and former candidates can request access to the information/data held on them by making a **subject access request** to the Data Protection Officer in writing/email. The person's ID will need to be confirmed if a former candidate is unknown to current staff. All requests will be dealt with within 40 calendar days.

Third party access

Permission should be obtained before requesting personal information on another individual from a third-party organisation.

Candidates' personal data will not be shared with a third party, unless a request is accompanied with permission from the candidate and appropriate evidence (where relevant), to verify the ID of both parties, is provided.

In the case of looked-after children or those in care, agreements may already be in place for information to be shared with the relevant authorities (for example, the Local Authority). The centre's Data Protection Officer will confirm the status of these agreements and approve/reject any requests.

Section 8 – Table recording candidate exams-related information held

For details of how to request access to information held, refer to section 7 of this policy (**Access to information**)

For further details of how long information is held, refer to section 6 of this policy (**Data retention periods**)

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Access arrangements information		Candidate name Candidate DOB Gender Data protection notice (candidate signature) Diagnostic testing outcome(s) Specialist report(s) (may also include candidate address) Evidence of normal way of working	Access arrangements online MIS Lockable metal filing cabinet	Secure user name and password [insert] In secure area solely assigned to exams	
Attendance registers copies					
Candidates' work					
Certificates					
Certificate destruction information	.				
Certificate issue information					
Entry information					

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Exam room incident logs					
Overnight supervision information					
Post-results services: confirmation of candidate consent information					
Post-results services: requests/outcome information					
Post-results services: scripts provided by ATS service					
Post-results services: tracking logs					
Private candidate information					
Resolving clashes information					
Results information					
Seating plans					

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Special consideration information					
Suspected malpractice reports/outcomes					
Transfer of credit information					
Transferred candidate information					
Very late arrival reports/outcomes					

Lockdown policy (exams)

Purpose of the policy

This policy details the measures taken at Carre's Grammar School in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

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

Carre's Grammar School has devised lockdown procedures after consulting GOV.UK's Developing Dynamic Lockdown Procedures guidance.

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

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

Roles and responsibilities

Head of centre

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

Senior leadership team (SLT)

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures

- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

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

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

Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:
- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode)
- The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- Invigilators will
  - lock all windows and close all curtains/blinds
  - switch off all lights
  - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
  - take an attendance register/head count if possible
  - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

During an examination

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

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

After an examination

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

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

Ending a lockdown

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

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

Separate Invigilation within the Centre

The school notes the following JCQ guidance:

SENCos must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

Arrangements to do exams in a smaller exam room, or with other specific seating arrangement, will be decided based on the following guidelines:

1. Students with an anxiety and/or mental health issue for which they have specialist support or intervention from CAMHs or an NHS Psychiatrist (but not just a letter from a GP or parent) can be considered for specific seating arrangements, including a room rather than the Hall, if required and requested. The clinician would be required to make a clinical case for a separate room. This should also have been their "normal way of working" over time leading up to the examination period
2. Students whose "normal way of working" involves specific seating arrangements across the board in lessons and / or doesn't attend hall events e.g. assembly, may qualify to have a similar provision for exams (SENCo will hold the paperwork and evidence of this)
3. Students with other difficulties, for whom we consider invigilation in a smaller room or specific seating arrangements to be an appropriate and reasonable adjustment in light of those difficulties, and for whom evidence over time has been collected and is held by SENCo, will be seated accordingly
4. Any student who has an extenuating circumstance that occurs in the lead up to, or during, the exam period that is likely to impact on their usual exam performance, will be considered under the usual special consideration arrangements, evidence collected and the exam board advised if JCQ criteria are met. Seating arrangements may also be varied at the last minute on these occasions and in consultation with the student

Cases in categories 1-3 will be agreed by Easter of Year 11 at the latest following discussion with SENCo, the Examinations Officer, Head of Year and SLT.

Any case that does not fall clearly under any of these categories will be looked at individually and all final decisions will be made by SLT.

No special seating arrangements should be put into place for internal exams, PPEs etc. unless agreed by the SENCo so that there is a full audit trail going forward to external exams.

Access Arrangements - the assessment process

Assessments are carried out by an assessor(s) appointed by the Head of Centre (it is the schools policy only to recognise access arrangements that have been approved by the assessor appointed by the Head of Centre). The assessor(s) is appropriately qualified as required in JCQ regulations as follows:

- *an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or*
- *an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or*
- *a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.*

and
- *An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:*
  - *the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;*
  - *the appropriate use of nationally standardised tests for the age group being tested;*
  - *the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;*
  - *the appropriate selection and objective use of tests of cognitive skills;*
  - *the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional;*

Checking the qualification(s) of the assessor(s)

The SENCO has responsibility for ensuring that the assessor(s) hold the appropriate qualifications and will keep a copy of this evidence in the Access Arrangements Folder.

Irregularities – malpractice and behaviour

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

Managing behaviour

Any behaviour or malpractice will be recorded by the invigilator in the incident log provided for that purpose. If appropriate it will be reported to the Head of Centre and to the Awarding Body.
The Head of Centre has the authority to remove a candidate from the examination room, but will only do so if the candidate would disrupt others by remaining in the room.

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

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

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

Food and Drink in the Exam Room

Purpose
To ensure candidates are aware of the centre's policy regarding the allowance of food and drink in the exam room.

Responsibilities

Head of Centre
- Ensures information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates.

Exams Officer
- Ensures that there is a policy in place and communicates this to invigilators in order to enforce the policy within the exam room.

Policy
- Water may be taken in to the examination room but this must be contained in a transparent bottle, free from packaging and all labels must be removed.
- Squash or other types of drinks are not allowed as any spillages could ruin exam papers.
- Drinks containers with coloured tops are not allowed. Invigilators will provide a clear plastic drinking glass for the candidate to pour their water into and the drinks container will be kept by the invigilator until the end of the exam.
- Food is not allowed in the Exam Room. If, however, a candidate has a medical condition that requires them to eat at regular intervals then this must be agreed beforehand with the Exams Officer. Any food that is subsequently brought into the exam room must be free from any packaging.