

Examinations Policy

Senior School

2023/24



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Examinations Policy

Senior School

Scope

This policy applies to all Senior School pupils and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

Roles and Responsibilities

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Deputy Head (Academic), who ensures the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy.

A detailed overview of individual roles and responsibilities is set out in the body of this policy.

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1. Purpose of this policy

The School is committed to ensuring that the examinations management and administration process is run effectively and efficiently. This examination policy will ensure that:

- all aspects of the School examination process are documented and other relevant examinations-related policies, procedures and plans are signposted
- the workforce is well-informed and supported
- all School staff involved in the examinations process clearly understand their roles and responsibilities
- all examinations and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that...
- *“... the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute”* [JCQ General regulations for approved centres]
- examination candidates understand the examinations process and what is expected of them

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

This policy will be communicated to all relevant centre staff. It is published on Sharepoint with restricted access to all relevant staff who are mandated to read the policy.

Covid-19 Mitigation

It should be noted that in 2020 and 2021, the arrangements for the awarding of external qualifications was changed substantially, with the awarding of Centre-assessed grades (CAGs) in 2020 and Teacher-assessed grades (TAGs) in 2021. In 2022, examinations went ahead normally, for the most part, with the provision of advance information and restriction of some practical elements. This policy is subject to guidance and mitigation measures which may yet be introduced by the DfE, Ofqual, the JCQ and awarding bodies for the awarding of qualifications in 2024.

Associated Policies

This policy should be read in conjunction with

- *Disability Policy*
- *Academic Mentoring (SEND) Policy*

2. Individual Roles and Responsibilities

a. Head of Centre

“The Head of Centre is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions and the qualification specifications issued by the awarding bodies.”[GR]

- Understands the contents, refers to and directs relevant School staff to annually updated JCQ publications including:
 - *General regulations for approved centres (GR)*
 - *Instructions for conducting examinations (ICE)*
 - *Access Arrangements and Reasonable Adjustments (AA)*
 - *Suspected Malpractice in Examinations and Assessments (SMEA)*
 - *Instructions for conducting Non-Examination Assessments (NEA)*
 - *A Guide to the Special Consideration Process (SC)*
- Ensures the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to
- Understands the contents, refers to and directs relevant School staff to the annually updated CAIE publication, *Cambridge Handbook*
- Ensures the Examinations Officer (EO) attends appropriate training events offered by awarding bodies, iSAMS providers and other external providers to enable the examinations process to be effectively managed and administered
- Ensures School staff are supported and appropriately trained to undertake key tasks within the examinations process
- Ensures School staff undertake key tasks within the examinations process and meet internal deadlines set by the EO
- Ensures that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, is not an invigilator during the examination or on-screen test
- Ensures security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions
- Ensures risks to the examination process are assessed and appropriate risk management processes/contingency plans are in place (The School's examination contingency plan can be found at Appendix 1 to this policy document)
- Ensures required internal appeals procedures are in place and are made available to candidates and their parents (The School's internal appeals procedures can be found at Appendix 2 to this policy document)
- Ensures a disability policy showing the School's compliance with relevant legislation is in place.
- Ensures the School has documented processes in place relating to access arrangements and reasonable adjustments (The School's access arrangements policy can be found at Appendix 3 to this policy document)

- Ensures staff are only entered for qualifications through the School where entry through another centre is not available
- Ensures the appropriate steps are taken to identify, record, and mitigate all potential conflicts of interest, especially in instances where a candidate being entered for examinations is related to a member of centre staff

b. Examinations Officer

“The examinations officer or quality assurance co-ordinator is the person appointed by a head of centre to act on behalf of the centre in matters relating to the administration of awarding body examinations and assessments” [GR]

- Understands the contents of annually updated JCQ publications including:
 - *General regulations for approved centres*
 - *Instructions for conducting examinations*
 - *Suspected Malpractice in Examinations and Assessments*
 - *Post-results services (PRS)*
 - *A Guide to the Special Consideration Process (SC)*
- Is similarly cognisant of the extant version of the CAIE document, Cambridge Handbook
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Trains and deploys a team of internal/external invigilators and appoints lead invigilators as required; highlights any need for further recruitment to the DHA
- Ensures that, where a potential conflict of interest has been identified, the relevant person(s) completes the declaration form

c. Senior Management Team (SMT), specifically Deputy Head (Academic)

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - *General regulations for approved centres*
 - *Instructions for conducting examinations*
 - *Access Arrangements and Reasonable Adjustments*
 - *Suspected Malpractice in Examinations and Assessments*
 - *Instructions for conducting Non-Examination Assessments*
 - *A Guide to the Special Consideration Process*
- Are similarly cognisant of the extant version of the CAIE document, Cambridge Handbook

d. Head of Examination Access Arrangements

- Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - *Access Arrangements and Reasonable Adjustments*
 - *A Guide to the Special Consideration Process*
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Presents, when requested by a JCQ Centre Inspector or a CAIE inspector, evidence of the assessor's qualification

e. Head of Faculty (HoF)

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

f. Teaching staff

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

g. Invigilators

- Attend training, updates, briefings and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm that they have no maladministration /malpractice sanctions applied to them

h. Reception staff

- Support the EO in dealing with examination-related deliveries and dispatches with due regard to the security of confidential materials

i. Site staff

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

j. Candidates

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

3. The Examination Cycle

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

- planning
- entries
- pre-examinations
- examination time
- results and post-results

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

STAGE 1: Planning: roles and responsibilities

a. Information sharing

i. Head of Centre

- Directs relevant School staff to annually updated JCQ and CAIE publications including GR, ICE, AA, SMEA and NEA, as well as CAIE’s Cambridge Handbook

ii. Examinations Officer

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

b. Information gathering

i. Examinations Officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual examinations plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key School staff of internal deadlines
- Collects information on internal examinations to enable preparation for and conduct of termly and mock examinations.
- Applies for Access Arrangements through AAO and PAAO (IGCEs unique to Pearson Edexcel), and Cambridge Assessments using Preparation Form 1, using the details provided by the Head of Examination Access Arrangements

ii. Head of Faculty

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

iii. Head of Examination Access Arrangements

- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangement requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of **normal way of working** for an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed **data protection notices** from candidates where required
- Keeps relevant paperwork and evidence on file for JCQ and CAIE inspection purposes
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding examination time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s)
- Provides and annually reviews a centre policy on the **use of word processors** in examinations and assessments (The School's word processor policy can be found at Appendix 4 to this policy document)
- Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ/CAIE regulations and best meets the needs of individual candidates and remaining

candidates in main examination rooms (The School's separate invigilation policy can be found at Appendix 5 to this policy document)

iv. Senior Management Team, Head of Faculty, Teaching Staff

- Support the Head of Examination Access Arrangements in identifying and implementing appropriate access arrangements

c. Internal assessment of external qualifications

i. Head of Centre

- Ensures an **internal appeals procedure** is in place for a candidate (or parent/carer) to appeal against an internal assessment decision or request a review of the School's marking of an assessment (when a centre is required to make reviews available) (see roles and responsibilities overview)
- Ensures a **Non-Examination Assessment policy** is in place for relevant GCE and I/GCSE qualifications (The School's Non-Examination Assessment policy can be found at Appendix 6 to this policy document)
- Ensures irregularities are investigated and any cases of suspected malpractice reported to the awarding body, as required

ii. Senior Management Team

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks and to assess, mark and authenticate candidates' work
- Ensure appropriate internal moderation, standardisation and verification processes are in place

iii. Deputy Head (Academic), Head of Faculty

- Ensures teaching staff delivering GCE & I/GCSE specifications follow JCQ *Instructions for conducting Non-Examination Assessments* and the specification provided by the awarding body
- For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body

iv. Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed

v. Examinations Officer / DHA

- Identify relevant key dates and administrative processes that need to be followed in relation to internal assessment

d. Invigilation

i. Examinations Officer

- Provides an annual training event for new invigilators and an update event for invigilators in the conduct of examinations
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are made aware of the Equality Act 2010 and are trained in disability issues pursuant to their role
- Collects evaluation of training to inform future events

STAGE 2: Entries: roles and responsibilities

a. Estimated entries

i. Examinations officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from HoFs in a timely manner to ensure awarding body external deadlines for submission can be met
- This will be done by the EO sending out an email to HoFs in mid-September requesting details of the estimated entries for their subjects
- The EO collates this information onto a single spreadsheet and submits the details to the relevant awarding bodies via their secure extranet sites.

ii. Head of Faculty

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

b. Final entries

i. Examinations Officer

- Requests final entry information from HoFs in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs HoFs of subsequent deadlines for making changes to final entry information without charge
- Confirms with HoFs final entry information that has been submitted to awarding bodies
- Makes the final entries on iSAMS. When these have been confirmed as correct by HoFs the information is submitted to the awarding bodies as EDI files by the EO via A2C Transport.
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed, reducing the potential for late or other penalty fees being charged by awarding bodies

ii. Head of Faculty

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

iii. Deputy Head (Academic)

- Reviews entries and determines their suitability and advisability
- Liaises with candidates, HoFs and parents as appropriate if the proposed entries demand it

c. Entry fees

Entry Fees are managed by the Bursar's Office

i. Examinations Officer

- Communicates entry fees and any late, amendment or re-sit fees to the Bursar's Office to be charged to the respective School bills

d. Late entries

i. Examinations Officer

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to the School or candidate as appropriate

ii. Head of Faculty

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

e. Re-sit entries

The School manages any request for re-sits on a case-to-case basis. These are small in number and are administered in the same way as examinations taken in the Summer series.

f. Private candidates

The School does not make entries for private candidates other than post Upper Sixth requests for a re-sit.

g. Candidate statements of entry

i. Examinations Officer

- Provides candidates with statements of entry for checking

ii Sixth Form Tutors

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

iii. Candidates

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

STAGE 3: Pre-examinations: roles and responsibilities

a. Access arrangements

i. Head of Examination Access Arrangements

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an examination)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures examination information (JCQ and CAIE information for candidates information, individual examination timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained School staff to facilitate access arrangements for candidates in examinations and assessments

b. Briefing candidates

i. Examinations Officer

- Issues individual examination timetable information to candidates (via the Pupil Booklet)
- Issues relevant JCQ and CAIE information for candidates documents
- Where relevant, issues relevant awarding body information to candidates
- Issues School examination information to candidates including information on:
 - examination clashes
 - arriving late for an examination

- o absence or illness during examinations
- o what equipment is/is not provided by the centre
- o food and drink in examination rooms
- o when and how results will be issued and the staff that will be available
- o the post-results services and how the centre deals with requests from candidates including access to scripts, enquiries about results and appeals
- o when and how certificates will be issued

c. Dispatch of examination scripts

i. Examinations Officer

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

d. Estimated grades

i. Head of Faculty

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

ii. Examinations Officer

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

e. Internal assessment of external qualifications

i. Head of Examination Access Arrangements

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

ii. Teaching Staff

- Support the Head of Examination Access Arrangements in implementing appropriate access arrangements for candidates undertaking internal assessments
- Ensure candidates are informed of internal assessment decisions prior to marks being submitted to awarding bodies

iii. Head of Faculty

- Ensures teaching staff provide marks for internally assessed components of qualifications to the EO by the internal deadline
- Ensures teaching staff authenticate candidates' work to the awarding body's requirements and where applicable obtain a Head of Centre declaration

- Ensures teaching staff provide required samples of work for moderation to the EO together with the accompanying paperwork (Candidate authentication statements and the Head of Centre declaration) to the internal deadline

iv. Examinations Officer

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

v. Candidates

- Authenticate their work as required by the awarding body

f. Invigilation

i. Examinations Officer

- Provides an invigilation handbook or briefs invigilators accordingly
- Deploys invigilators effectively to examination rooms throughout an examination series
- Allocates invigilators to examination rooms according to the required ratios
- Liaises with the Head of Examination Access Arrangements regarding the facilitation and invigilation of access arrangement candidates

vi. Head of Examination Access Arrangements

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

vii. Invigilators

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

g. JCQ or CAIE inspection visit

i. Examinations officer or Deputy Head (Academic)

- Accompanies the Inspector **throughout** the course of his or her centre visit, including inspection of the centre's secure storage facility

h. Seating and identifying candidates in examination rooms

i. Examinations Officer

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

Verifying candidate identity procedure:

A member of SMT is present in the examination room immediately prior to the start of examination to identify candidates and ensure good discipline. A photo of each candidate also appears on their printed candidate desk card for instant identity verification.

- Ensures invigilators are aware of the procedure
- Provides seating plans for examination rooms according to JCQ and awarding body requirements

ii. Invigilators

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

i. Security of examination materials

i. Examinations Officer

- Has a process in place to record confidential materials delivered to the School and issued to authorised staff
- Has in place a recording system to track confidential materials taken from or returned to secure storage throughout the time that the material is confidential
- Receives, checks and securely stores question papers and other examination materials according to JCQ and awarding body requirements

ii. Reception Staff

- Follow the process to record confidential materials delivered to the School and issued to authorised staff

iii. Teaching Staff

- Adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential

j. Timetabling and rooming

i. Examinations Officer

- Produces a master centre examination timetable for each examination series, liaising with the Deputy Head (Academic) and Executive Director of Co-curriculum and People as appropriate
- Identifies and resolves candidate examination clashes
- Identifies examination rooms and specialist equipment requirements
- Allocates invigilators to examination rooms according to required ratios
- Liaises with site staff to ensure examination rooms are set up according to JCQ and awarding body requirements
- Liaises with the Learning Support Co-ordinator (Access Arrangements) regarding rooming of access arrangement candidates

ii. Head of Examination Access Arrangements

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

ii. Site Staff

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

k. Transferred candidate arrangements

i. Examinations Officer

- Liaises with the host or entering centre, as required
- Processes requests to the awarding body deadline
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements

l. Internal examinations

i. Examinations Officer

- Prepares for the conduct of internal examinations
- Provides a School examination timetable of subjects and rooms for each year group
- Provides seating plans for examination rooms
- Requests internal examination papers from Heads of Faculty
- Arranges invigilation through the Executive Director of Co-curriculum and People

ii. Head of Examination Access Arrangements

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

iii. Teaching Staff

- Provide examination papers and materials to the EO
- Support the Head of Examination Access Arrangements in making appropriate arrangements for access arrangement candidates

STAGE 4: Examination time: roles and responsibilities

a. Access arrangements

The School's policy relating to Temporary Access Arrangements and Special Consideration can be found at Appendix 7 to this policy document.

Examinations Officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with temporary access arrangements and special consideration as they arise at the time of examinations
- applies for approval through JCQ CAP where required or through the awarding body where qualifications sit outside the scope of CAP

b. Candidate absence/lateness

The School's policy for absent candidates can be found at Appendix 8 to this policy document.

i. Invigilators

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

c. Candidate behaviour

See Irregularities below

d. Candidate belongings

See Unauthorised materials below

e. Candidate late arrival

The School's Candidate late arrival policy can be found at Appendix 8 to this policy document.

i. Examinations Officer

- Ensures that candidates who arrive very late (i.e. over one hour) for an examination are reported to the awarding body as soon as practically possible after the examination has taken place
- Warns such candidates that their work may not be accepted by the awarding body

ii. Invigilators

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

f. Conducting examinations

i. Head of Centre

- Ensures venues used for conducting examinations meet the requirements of JCQ, CAIE and awarding bodies

ii. Examinations Officer

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

g. Dispatch of examination scripts

i. Examinations Officer

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

h. Examination papers and materials

i. Examinations Officer

- Organises examination question papers and associated confidential resources in date order in secure storage
- Attaches erratum notices received to relevant examination question paper packets
- Collates attendance registers and examiner details in date order
- Maintains a "two pair of eyes" log when question paper packets are opened for examinations
- Regularly checks mail or inbox for updates from awarding bodies

i. Examination rooms

i. Head of Centre

- Ensures only approved centre staff are present in examination rooms (this included Heads of Faculty who are not permitted to be present inside the room at the start of examinations for which they have had overall responsible for teaching)
- Ensures information relating to food and drink that may be allowed in examination rooms is clearly communicated to candidates

Food and drink in examination rooms

The School does not allow candidates to take food into the examination room. In terms of drink, only bottles of still water are permitted so long as they are in clear bottles from which labels have been removed.

ii. Examinations Officer

- Ensures examination rooms are set up as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct examinations
- Briefs invigilators on examinations to be conducted on a session by session basis
- Ensures sole invigilators have an appropriate means of summoning assistance
- Ensures invigilators understand how to deal with candidates who may need to leave the examination room temporarily
- Provides authorised examination materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an examination room is evacuated

iii. Deputy Head (Academic)

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

Emergency evacuation policy

The School's evacuation policy can be found at Appendix 9 to this policy document.

iv. Site Staff

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

v. Invigilators

- Conduct examinations in every examination room as instructed in training/update events and briefing sessions

vi. Candidates

- Are required to remain in the examination room for the full duration of the examination

j. Irregularities

i. Head of Centre

- Ensures any cases of suspected malpractice (by School staff, candidates, invigilators) are investigated and reported to the awarding body as required
- Has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room

ii. SMT

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

iii. Examinations Officer

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

iv. Invigilators

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

k. Malpractice

See Irregularities above

l. Special consideration

The School's Special Consideration Policy can be found in Appendix 7 of this policy document.

i. Examinations Officer

- Works with the Deputy Head (Academic) when dealing with representations from candidates and/or parents on matters relating to possible applications for special consideration
- Processes appropriate requests for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in School or candidates
- Submits requests to awarding bodies to the external deadline

ii. Candidates

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

m. Unauthorised materials

The lead invigilator uses a large box to collect from candidates all unauthorised materials not allowed in the examination prior to them entering the room. By doing this, it is ensured that phones are switched off. These items are locked away in the PE Office until the end of the examination when they are returned to candidates. The School regards all wrist watches as items which must be left in the plastic tray prior to the commencement of an examination.

i. Invigilators

- Are informed of the arrangements through training

n. Internal examinations

i. Examinations officer

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

ii. Invigilators

- Conduct internal examinations as briefed by the EO

STAGE 5: Post-results and responsibilities

a. Internal assessment of external qualifications

i. Head of Faculty

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

b. Managing results day(s)

i. Senior Management Team

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior staff are available for candidates as results are issued

ii. Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required

c. Accessing results

i. Deputy Head (Academic), Data Manager and Examinations Officer

- Inform candidates in advance of when and how results will be released to them
- Access results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolve any missing or incomplete results with awarding bodies
- Issue statements of results to candidates on issue of results date
- Provide summaries of results for relevant School staff on issue of results date

d. Post-results services

i. Examinations Officer

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

ii. **Senior Management and Heads of Faculty**

- Provide advice to candidates on post-results services and their advisability in the given situation
- Provide advice relating to formal appeals and to draft these appeals in instances where the School supports them

iii. **Teaching Staff**

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

iv. **Candidates**

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

e. **Analysis of Results**

i. **Deputy Head (Academic), Executive Director of Co-curriculum and People and Data Manager**

- Provide analysis of results to appropriate School staff and governors
- Provide results information to external organisations where required

f. **Certificates**

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

Issue of certificates procedure

Certificates are placed into sealed addressed envelopes and made available for collection in person (or by a parent/carer or other authorised person – see below) from the School's Reception.

i. **Candidates**

May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

Retention of certificates policy

The School retains certificates for 24 months from the date of issue. After this time, they are shredded and a record of all certificates thus destroyed is kept for at least 5 years afterwards

g. Review: roles and responsibilities

i. Examinations Officer

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

ii. Senior Management Team

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

h. Retention of records: roles and responsibilities

i. Examinations Officer

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

Beyond the scope of this policy

The following required policies are considered beyond the scope of the Examinations Policy but are available upon request to the School:

- *Safeguarding Policy*
- *Data Protection Policy (which included the School's policy for DBS checks)*

Queries

Queries on this policy should be directed to the Deputy Head (Academic).

Review and Verification

This policy is reviewed annually by the Deputy Head (Academic).

Appendices

Please see overleaf for Appendices 1 to 9.

Appendix 1: Examinations Contingency Plan

Contents

1. What if it is not possible to open the Centre prior to the start of an examination or on a Results Day?
2. What if the Examinations Officer falls ill during an examination, or is unable to come into School on a day on which public examinations are taking place?
3. What if the Fire Alarm Rings during an Examination or the School receives a bomb threat?
4. What if the evacuation of an Examination Room becomes protracted?
5. What if there is disruption to the collection of completed examination scripts?
6. What if the Centre is open, but a candidate is unable to sit an examination?
7. What if the Power fails during an examination?
8. What if a candidate falls ill during an examination?
9. What if a candidate fails to appear at the start of an examination?
10. What if a candidate is suspected of Malpractice during the examination?
11. What if an invigilator is suspected of Malpractice during an examination?
12. Additional courses of action

The following Policies and Procedures are to be applied in exceptional circumstances arising during the conduct of public examinations:

1. What if it is not possible to open the Centre prior to the start of an examination or on a Results Day?

- The Head will make a decision relating to the closure of the Centre taking account of advice or instructions from the appropriate local or national agencies and will communicate this decision to the Deputy Head (Academic). We regard the closure of the Centre as something to be considered only in the most exceptional circumstances.
- News of the closure of the Centre will be communicated to parents and candidates via email and the School website.
- In the event of a closure during a Public Examinations Series, contact will be made with the relevant Examining Bodies to apprise them of the situation and to solicit their advice.
- The Head of Centre recognises that, wherever possible, they should seek to provide an opportunity for Candidates to sit their examinations, even if it means a partial opening of the Centre using limited numbers of Staff and buildings for the purposes of allowing examinations to take place. In cases of an epidemic or pandemic virus, measures will be taken to provide separate accommodation for 'at risk' candidates to sit their examinations where possible and subject to medical advice.
- In the event of the closure of the Centre on a Results Day, results will be made available online at the allotted time via the Pupil and Parent Portal. Additionally, envelopes containing hard copies of results will be posted to the candidates' home address via First Class post.

2. What if the Examinations Officer falls ill during an examination, or is unable to come into School on a day on which public examinations are taking place?

- The Deputy Head (Academic) will assume responsibility for the conduct and administration of the day's papers or, in their absence, the Executive Director of Co-curriculum and People.
- The Deputy Head (Academic) is in daily discussion with the Examinations Officer on matters relating to public examinations and, as such, it is not envisaged that this arrangement will prove problematic. The Deputy Head (Academic) is a key holder for the safe in the Examinations Office Secure Storage area.

3. What if the fire alarm rings during the examination or if the School receives a bomb threat?

1. Candidates should be instructed to stop writing immediately, but to maintain silence. Scripts and papers should be left on the desk and the Invigilator should note the time of the interruption.
2. Candidates using laptop computers must be instructed to save their work.

3. Candidates should be led in absolute silence to the fire assembly point. In the event of a bomb threat the assembly point is to be no less than 500m from the Examination Room. For all examinations taking place in the Sports Hall/Cooper's Campus this is the far end of the Sports Field. For examinations taking place in Roberts Hall/Main House/New School this is the Car Park near the Café closest to Roehampton Gate in Richmond Park. If possible, the Examination Room should be locked, but the process of locking must not delay inordinately the safe evacuation of the space. In terms of the Fire Assembly points, in case of the Sports Hall/Cooper's Campus, this is on the space immediately outside of the foyer, where the minibuses usually park. In the case of Roberts Hall, this is the hard court area immediately outside. In the case of the Ballroom and M6, it is the Terrace. In the case of C11-14 it is the drive.
4. Invigilators must instruct candidates not to talk to one another, or to any other person, during the entire evacuation and assembly process. The candidates should be kept as a discrete group separate from other bodies of pupils while they wait for the "all clear". Invigilators must police the group with extreme vigilance to ensure that this instruction is obeyed. Any transgression must be treated as Suspected Malpractice (see below).
5. The assistance of the Examinations Officer and/or Deputy Head (Academic) should be sought as soon as possible after the evacuation. Consideration should be given to the continuation of the examination in a different venue if it seems that the evacuation is likely to be a lengthy affair. There will need to be liaison with the Head of Centre if this proves the case.
6. Once the "all clear" is sounded, candidates should be re-introduced to the examination room, still in silence. The Invigilator should note the time and recommence the paper, adding the "lost time" to a revised finish time.
7. After the examination, the Examinations Officer will complete and send the relevant JCQ documentation to report the incident.
8. If the extending of an examination finish time means that there are additional invigilation requirements then the Deputy Head (Academic), in concert with the Head of Centre, will provide additional cover as required.
9. If the period of time during which the evacuation becomes protracted, the procedure set out below, "What if an evacuation becomes protracted?" will apply.

4. What if an evacuation of an examination room becomes protracted?

- If, after a fire alarm/power failure/bomb threat etc., it becomes clear that candidates are not going to be able to re-enter the examination room for some time, then the Deputy Head (Academic), in concert with the Examinations Officer and other senior colleagues, will make a decision about whether to send the candidates home.
- Prior to making this decision, the Deputy Head (Academic) will seek to make telephone contact with the relevant Examining Body to solicit its advice and guidance.
- If the Body is unavailable, then the Deputy Head (Academic) will consider the following factors in making the decision:
 1. Information relating to the likely time at which the examination room will become re-usable
 2. The amount of time left in the examination, and the time which had expired after the start of the examination when the evacuation began
 3. The time at which the next session is due to start

4. Whether continuing the examination will take candidates over the 3-hour session limit (3hours 45min) for Cambridge International examinations) laid down by JCQ (including Extra Time candidates)

- If a decision to terminate an examination is made, then care will be taken to ensure that the regulations relating to the integrity of the examination are maintained. Moreover, the Examination Officer will contact the relevant Examining Body at the earliest opportunity to advise them on the Centre's actions and to seek guidance on next steps. Conversely, if a decision is made to continue an examination after a long hiatus, then it must only be made if the Centre can be certain that there has been no communication between the Candidates.
- Care will be taken to ensure the security of scripts during the period of evacuation and, in the case of the abandonment of an examination, then the scripts will be kept securely prior to their dispatch to the relevant Examining Body.

5. What if there is disruption to the collection of completed examination scripts?

- If it is not possible for completed scripts to be dispatched as normal, then the Examinations Officer (or the Deputy Head (Academic) in the absence of the EO) will arrange for the scripts to be stored in the secure storage locked in the safe. The Examinations Officer will seek further advice from the appropriate Examining Body in determining the next steps.

6. What if the Centre is open, but a candidate is unable to take an examination?

- Prior to an examination series, the Deputy Head (Academic) writes to all Candidates and their Parents to inform them that they are to contact the Centre as soon as possible if a Candidate is unable to sit an examination. When such contact is received, the Deputy Head (Academic) or his/her designate will work with the Candidate/Parent to determine whether the Candidate might be able to take the examination at a different time, or whether it is possible to take the paper at all. The Deputy Head (Academic) will be mindful of JCQ protocols and will advise the Candidate/Parent accordingly. The Centre will provide appropriate resourcing if it is possible for the Candidate to sit the examination later in the day ensuring that at all times and in all respects the provision of ICE are fully maintained.

7. What if the power fails during the examination?

- Candidates should be instructed to stop writing immediately, but to maintain silence. The Invigilator should note the time. Scripts and papers should be collected by the Invigilator and kept securely. Reception (5800) should be contacted without delay. Candidates using laptops must be instructed to save their work onto a USB key immediately. These candidates must then be told to stop work. Candidates should be told to sit in silence whilst the Deputy Head (Academic) or his/her designate is summoned. The Deputy Head (Academic) will decide

whether the examination can continue in its current location, or whether it needs to be moved. The judgement will be based on ambient light levels.

- If the examination is to continue in its current location, scripts and papers should be redistributed and the end time of the examination adjusted to compensate candidates fully for the minutes lost whilst the situation was resolved. Candidates using laptops will need to be removed from the Examination Hall and kept in silent isolation. If there are parts of the School which still have power, then they should be set up in an appropriate space in this part of the School so that they can finish their paper on a powered laptop. If the entire School has lost power, then these candidates will be kept in isolation until power has been restored, after which time they will be able to resume their work.
- If it is decided that the examination room cannot be used for the remainder of the paper, the Deputy Head (Academic) will make arrangements for an alternative room to be used in concert with the Head of Centre. Candidates will be kept in silent isolation whilst these arrangements are made. Once the examination recommences in a new location, the finish time will be adjusted accordingly. If no suitable space can be found, then the candidates will be kept in silent isolation until power is restored.
- After the examination, the Examinations Officer will complete and send the relevant JCQ documentation to report on the incident.
- If the extending of an examination finish time means that there are additional invigilation requirements, then the Deputy Head (Academic), in concert with the Head of Centre will provide additional cover as required.

8. What if a candidate falls ill during an examination?

[The following procedure also forms part of the Invigilation Training]

- The Invigilator should note the time at which the candidate was no longer able to continue with his/her paper.
- An Invigilator should remove the candidate from the examination room but ensure that he or she is kept in isolation. The Deputy Head (Academic) or designate should then be summoned in order to take the candidate to the School Nurse (a call placed to Reception on 5800 will trigger this). The Invigilator should return to the Examination Room.
- If the candidate recovers sufficiently to resume the paper within 45 minutes of the interruption, then he or she will be reintroduced to the Examination Room and his or her finish time will be adjusted accordingly.
- If the candidate is unable to recommence the examination within 45 minutes of the interruption, then the candidate will not be allowed to continue with the paper and the Examinations Officer will contact the Examining Body to advise them of the situation.
- If the extending of an examination finish time means that there are additional invigilation requirements, then the Deputy Head (Academic), in concert with the Head of Centre, will provide additional cover as required.

9. What if a candidate fails to appear for the start of an examination?

[The following procedure also forms part of the Absent Candidates and Late Arrivals policy]

- The Invigilator should inform Reception without delay. Reception should be instructed to contact the Candidate straight away.
- Assuming that the Candidate says that he or she wishes to take the paper then the Candidate should be instructed by Reception to surrender immediately his or her mobile phone to a responsible adult (e.g. a parent) immediately upon taking the call.
- The parent/carer should be advised to keep the candidate under supervision at all times. They may be required to sign an appropriate statement to confirm the supervision arrangements that were put in place if the candidate arrives very late (more than one hour, or after the Key Time for Cambridge International) to the examination. For Cambridge International, examinations Preparation Form 7 is used for this purpose.
- An unaccompanied candidate should be told to make his or her way to School as quickly as possible.
- If the candidate arrives within one hour of the published start time for the paper and for Cambridge International examinations before the Key Time, then she/he will be able to take all of the allotted time and his or her finish time will be adjusted accordingly. In cases where the candidate is less than one hour late to an examination or arrives before the Key Time (Cambridge International) the awarding body does not need to be informed.
- A candidate is considered to be very late if they arrive more than one hour after the published starting time for an examination or after the Key Time for Cambridge International examinations. For examinations that last less than one hour, candidates will be considered very late if they arrive after the published finishing time for the examination.
- In cases of Very Late Arrivals (VLA) the decision as to whether to admit the candidate rests with the School. The Deputy Head (Academic) will make this decision based on the particular circumstances of the VLA. If the candidate is allowed to take the examination, then he or she must be warned that the Examining Body may not accept his or her work. For Cambridge International examinations, the invigilator should annotate the answer script to indicate any work completed after the official finishing time.
- The Examinations Officer will complete relevant JCQ/VLA documentation, or for Cambridge International, Examination Day – Form 3, at the conclusion of the affair and will forward it to the relevant Awarding Body. The information required by the awarding body comprises:
 1. The reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the Centre
 2. The published starting and finishing times of the examination
 3. The time the Candidate started the examination
 4. The time the Candidate finished the examination
 5. A statement on whether security may have been broken due to the candidate arriving late, including information about the extent to which the Candidate was under supervision from the published starting time of the examination

- If the extending of an examination finish time means that there are additional invigilation requirements, then the Deputy Head (Academic), in concert with the Head of Centre, will provide extra cover as required.
- Similarly, if a late running examination creates other timetabling difficulties, then the Deputy Head (Academic) will work with the Examinations Officer to resolve them satisfactorily, ensuring that JCQ guidelines are adhered to at all times.
- If the candidate is too ill to take the examination at all, then the invigilator will enter the candidate as Absent upon the official Attendance Register. The Deputy Head (Academic) will be informed and he/she will advise the candidate and/or his or her parents as to the implications of the absence. In such instances, it may be necessary to seek advice from the Examining Body. The Centre will process all subsequent requests for any Special Considerations that may be applicable.

10. What if a candidate is suspected of malpractice during the examination?

[The following procedure also forms part of the Invigilator Training]

- In cases where malpractice is suspected, the Invigilator must summon the Deputy Head (Academic) (or his/her designate) as soon as possible. He or she must write into the Examination Log a full record of the circumstances which have arisen. Depending on the circumstances, he or she may warn the candidate that his or her conduct may be in contravention of Examination Regulations, that the Awarding Body may be informed of the incident and that the candidate may be removed from the Examination Room. Since the administering of such a warning constitutes a serious step and is likely to do much to unsettle the Candidate concerned, caution must be exercised. Unless the continued integrity of the examination is immediately imperilled, it is generally better to say nothing and to await the arrival of the Deputy Head (Academic)
- If a candidate's mobile phone rings during an examination, even if he or she is not in possession of the mobile phone and it is rather being stored centrally, with other candidates' mobile phones, then this must be considered as potential malpractice and this policy should be adhered to.
- If the invigilator has found suspicious notes, then these should be removed from the candidate and retained for inspection and investigation.
- Upon arrival, the Deputy Head (Academic) or his/her designate will review the available evidence and make a decision as to whether the Candidate be allowed to continue with his or her paper. In most cases, the Candidate will be allowed to finish the paper before any additional steps are taken. Only if the continued presence of the Candidate is likely to disrupt other candidates will s/he be removed from the room.
- In the aftermath of the incident, the Deputy Head (Academic) will conduct an investigation into the incident. Written statements will be taken from the Candidate(s) concerned, the Invigilator, other witnesses and any other relevant parties. The candidate's parents will be informed and advice may be sought from the relevant Awarding Body. It may be necessary to call upon the seating plan for the examination. The Deputy Head (Academic) will complete and write up the investigation. They will apprise the Head of Centre of their findings who will take a decision as to the outcome of the investigation and the steps then to be taken, if any. Both the Candidate

and his or her parents will be apprised of the outcomes of this process in writing. Where necessary, the Examinations Officer will complete the necessary paperwork for the Examining Body. The School reserves the right to debar candidates from taking further public examinations if the transgression is particularly serious.

11. What if an invigilator is suspected of malpractice during an examination?

[The following procedure also forms part of the Invigilator Training]

- The Examinations Officer and the Deputy Head (Academic) will routinely monitor the work of the Invigilation Team to ensure that its duties are being professionally executed.
- During their training, all invigilators must be told to report all and any such suspicions to the Examinations Officer and/or Deputy Head (Academic) without delay. If such a suspicion comes to light during an examination, the Deputy Head (Academic) or their designate will remove the invigilator from the Examination Room. They will then conduct a formal investigation into the allegation, gathering written statements from all relevant parties and will consider other circumstantial evidence as appropriate.
- The Deputy Head (Academic) will apprise the Head of Centre of the investigation and will liaise as to the Centre's response.
- The appropriate Examining Body will be notified of the suspicion at the earliest opportunity.

12. Additional courses of action

Threat of Cyber Attacks

Schools are potential targets for cyber attacks which can deny access to and/or destroy data held on its local systems. The consequences of such an attack could prevent or inhibit the School from being able to submit relevant information in a timely manner and destroy or deny access to any associated evidence being stored digitally.

To mitigate this risk the School has taken and is taking the following actions:

- The School IT Team regularly updates the security software protecting the server.
- The School IT Team periodically puts out security warnings alerting staff to potentially harmful emails and gives regular advice on safe practices to follow.
- The School will file and store hard copies of evidence which may be kept electronically, such as NEA portfolios.

Appendix 2: Internal Appeals Procedures

Contents

1. Appeals procedure against Internally Assessed Marks
2. Appeals procedure against Centre decisions not to support Enquiry about Results
3. Appeals procedure following the outcome of an Enquiry about Results
4. Internal appeals Form
5. Compliance
6. Appealing Centre-Assessed Grades

Attachments

1. Centre-marked Assessment Dates

1. Appeals procedure against internally-assessed marks

This appeals procedure applies to GCE, IGCSE and GCSE Non-Examination Assessments (NEA).

Ibstock Place School is committed to ensuring that whenever its staff mark candidates' NEA 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. Ibstock 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.

Candidates offering components of their qualification which fall within the jurisdiction of JCQ and which are marked by teachers at Ibstock may appeal their mark to the School before it is submitted to the appropriate Examining Body.

It should be noted that this facility is not afforded to candidates taking qualifications which fall under the aegis of Cambridge Assessments International Examinations.

The subjects and qualifications for which this policy applies are listed in this table:

Subject	Level	Examining Body	Nature of task
Art	GCSE	Edexcel	Candidate portfolio – Externally-set task
Art	A Level	Edexcel	Candidate portfolio – Externally-set task
Dance	GCSE	AQA	NEA component
Design Technology	GCSE	AQA	NEA component
Drama	GCSE	Eduqas	NEA component
Drama	A Level	Eduqas	NEA component
English Literature	A Level	Edexcel	Essay
Extended Project	Level 3	AQA	Essay
Geography	A Level	AQA	Coursework essay
Higher Project	Level 2	AQA	Essay
History	A Level	Edexcel	Essay
Music	A Level	Edexcel	NEA component
PE	GCSE	AQA	NEA component

The process for lodging an appeal is outlined below:

1. When the marking process has been finalised, candidates and their parents will be informed in writing of any Centre-awarded marks with which they have been awarded. Candidates will be informed both of their total mark and the maximum mark which was available for the piece of work in question. At the same time, candidates and their parents will be sent a link to this procedure, to keep them fully informed of the courses of action which are available to them.
2. Candidates and their parents may request to be sent a copy of the marked work in question (for some assessments, this “copy” may mean a recording of a performance), together with the examination specification and the appropriate mark scheme. Requests for such materials must be made directly to the Deputy Head (Academic) in writing by email **within 4 working days** from the time of the communication of marks. Such materials will be dispatched within 3 working days of the request.
3. On receipt of the materials, candidates and their parents have **5 working days** to consider a potential appeal. They may lodge a formal appeal relating to the assessment in question and this must be received before the end of the 6th working day. Such appeals must be made in writing to the Deputy Head (Academic). Each appeal will incur a fee of £50 unless the School is

required to procure an assessor who is not currently employed by Ibstock. In this latter situation, the fee will be £150.

4. The School will arrange for the appeal to be conducted by an assessor who has appropriate knowledge, no prior involvement in the marking of the candidate's work and who has no personal interest in the outcome of the review. The assessor will be told to ensure that the mark awarded is consistent with the standard set by the Centre.
5. The review will be completed no later than two days prior to the dispatch of the marks to the relevant Examining Body. The outcome of the review will be sent in writing to the candidate and his or her parents by the Deputy Head (Academic) no later than one day prior to the dispatch of the marks to the relevant Examining Body.
6. The School will retain all written records relating to this process and will submit them to the relevant Examining Body if requested. Should the review of the Centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
7. Appellants are reminded that marks can move down as well as up as a consequence of the appeals process, should the assessor find it appropriate. In such cases, the lower, post-review mark will be submitted to the relevant Examining Body.

N.B: 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 Ibstock and is not covered by this appeals procedure.

2. Appeals procedure against Centre decisions not to support an Enquiry About Results

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the Examinations Officer.

The service *enquiries about results* (EARs) may be requested by centre staff or candidates (or their parents/carers). (EAR service 3 is not available to individual candidates). If a query is raised about a particular examination result, the Examinations Officer, Deputy Head (Academic), teaching staff, and Head of Centre will investigate the feasibility of requesting an enquiry at the centre's expense.

When the centre 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.

3. Appeals procedure following the outcome of an Enquiry About Results

Candidates are not permitted to make direct representations to an awarding body and have no automatic right to appeal the outcome of EAR. Only the School can lodge appeals.

Where the Head of Centre is satisfied after receiving the outcome of an EAR, but the internal candidate and/or their parent/carer is not satisfied, he or she may make a further representation to the Head of Centre.

Representation is to be submitted in writing within 10 days of the publication of the EAR outcome using the Internal Appeals Form located at Section 4 of this Appendix. It should include the grounds which the Candidate believes justify additional action. To do this the Candidate will need to present the School with compelling evidence that an appeal is appropriate. The School is not able to enter into the wholesale review of marked scripts in order to generate such evidence.

In circumstances where a Candidate believes that he/she has found evidence which might be used in an appeal, then it will be necessary for the School to consider the matter. A fee of £200, payable by the candidate, will be required by the School so as to allow due consideration to take place. The School will then decide whether the case has merit and whether it is prepared to lodge an appeal.

Where the Head of Centre is in agreement with the evidence presented and is dissatisfied with the outcome of an EAR, 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>

Awarding body fees, which are charged for the appeal, are to be paid by the Candidate.

4. Internal appeals form

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

Please tick to indicate what the appeal is against:

- ☐ The Centre's decision not to support an Enquiry About Results
- ☐ The outcome of an Enquiry About Results

Name of appellant		Candidate name <i>if different from appellant</i>	
Awarding body		Examination paper code	
Subject		Examination paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against internally assessed marks

Appellant declaration
By signing here, I am confirming I understand the purpose of the appeal. I also understand that internally assessed marks are 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 Ibstock and is not covered by this appeals procedure.

Signature: _____ Date of signature: _____

Appeal against the centre decision not to support an enquiry about results

Appellant declaration
By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature: _____ Date of signature: _____

Appeal against the outcome of an enquiry about results

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

Signature: _____ Date of signature: _____

The appellant declaration against the relevant appeal must be signed, dated and returned to the Examinations Officer, on behalf of the Head of Centre, to the timescale indicated in the internal appeals procedure.

Compliance

The internal appeals procedures for this centre have been produced to demonstrate compliance with the publications listed below:

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

Controlled Assessments, Coursework and Portfolios of Evidence

The centre agrees to:

Have in place, and be available for inspection purposes, a **written** internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates (A centre may place its internal appeals procedure on the School/college website or alternatively, the document may be made available to candidates upon request).

Post-Results Services and Appeals

The centre agrees to:

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

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

Submission of requests

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

Appeals

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

JCQ A guide to the awarding bodies' appeals processes <http://www.jcq.org.uk/exams-office/appeals>

Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

JCQ Notice to Centres informing candidates of their centre assessed marks [Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks-202122-1.pdf \(jqc.org.uk\)](#)

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

Further information can be obtained from:

Appeal an examination result <https://www.gov.uk/appeal-exam-result>

The Appeals Process <http://www.jcq.org.uk/examination-system/the-appeals-process>

Appendix 3: Policy for the Administration of Access Arrangements

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1. Scope of the Policy

School staff involved in the administration of access arrangements are required to have a full working knowledge and understanding of the relevant awarding body and JCQ publications covering access arrangements. These include the JCQ General Regulations (GR), Access Arrangements and Reasonable Adjustments (AA), Instructions for Conducting Examinations (ICE), Instructions for conducting Non-Examination Assessments (NEA), and for Cambridge International Examinations (CAIE) Section 1.3 of the Cambridge Handbook (CH).

This policy does not cover specific information relating to the Head of Examination Access Arrangements' role and responsibilities in identifying the needs of candidates, undertaking assessments, administering the assessment process and providing/gathering evidence of need.

This policy should be read in conjunction with:

- *Academic Mentoring (SEND) Policy*

2. What are Access Arrangements?

“Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ^{CIC} awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, Readers, Scribes and Braille Question Papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.” [JCQ website: An Overview]

Access arrangements fall in to two distinct categories and are referred to as: Non-delegated and Centre-Delegated Access Arrangements.

The JCQ publication AA and CH 1.3 set out all available access arrangements. Some arrangements are delegated to centres and most do not require evidence of need to be submitted in a formal on-line application. Arrangements which are delegated to centres include, 25% Extra Time, a Bilingual Dictionary, Colour Naming, a Prompter, Supervised Rest Breaks, and the use of a Word Processor (with the spelling and grammar check disabled). All non-delegated arrangements require evidence of need to be submitted as part of a formal on-line application. These include Extra Time exceeding 25%, a Reader, and a Scribe.

3. What is the purpose of Access Arrangements?

“The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained,”[AA 4.2]

4. When should arrangements be put in place?

The Head of Examination Access Arrangements is to communicate clearly to all stakeholders those Access Arrangements which have been agreed for pupils. Once the Head of Examination Access Arrangements has written to a parent confirming an Access Arrangement has been agreed, then all responsibility for servicing the Arrangement falls to the Examinations Officer.

If the Access Arrangement is complex or is of a type which is unfamiliar to the School or the Examinations Officer then when it is first implemented, the Academic Mentoring Team has a role in liaising with and supporting the Examinations Officer until he or she feels confident in its operationalisation.

Ultimately, all Access Arrangements must be agreed, approved by the awarding body (where approval is required), and in place **before** candidates take an examination/assessment.

“Access arrangements should always be processed at the start of the course.

*Candidates will then know what is available and have the access arrangement(s) in place for examinations and controlled assessments/coursework. Arrangements **must** be approved before an examination or assessment.”[AA 4.2]*

*“The SENDCO **must** ensure that all relevant staff are aware of any access arrangements which need to be applied for Non-Examination Assessments.”[NEA 7]*

Candidates should be made aware of the arrangements that have been made for them, how these will be applied in their examinations/assessments and any exceptions where the arrangement(s) will not be allowed. An example of an exception could be where a candidate has been approved the use of a reader, the reader would not be allowed to aid the candidate in a paper (or section of a paper) testing reading.

The form used for notifying candidates of an access arrangement(s) can be found at Appendix 1.

5. Centre Roles and Responsibilities

All arrangements for GCSE, IGCSE and GCE Examinations, including decisions about those who need additional time, are co-ordinated by the Head of Examination Access Arrangements, in consultation with the Examinations Officer.

The Deputy Head (Academic) makes the final decisions on determining and implementing access arrangements.

The School abides by the rules set down in AA and CH 1.3, which are published annually, when applying access arrangements in internal and external examinations. This policy incorporates the revised requirements of the JCQ/CAIE Regulations issued in September 2014. Access Arrangements are made available to the candidate in the classroom where they represent their normal way of working.

The Head of Examination Access Arrangements is responsible for ensuring that candidates who are eligible for access arrangements have the correct supporting evidence as set out in the JCQ regulations and CH: a recent specialist assessor’s report, for example from an Educational Psychologist, IEP if applicable, together with evidence detailing pupils’ normal way of working in the classroom. Evidence may also be drawn from pupils’ use of access arrangements in previous examinations.

The Examinations Officer collaborates with the Head of Examination Access Arrangements to collect all relevant evidence in order to undertake the administrative tasks to gain the necessary awarding body approval for access arrangements.

The Examinations Officer is also responsible for ordering published modified papers by the awarding body deadline(s) and for tracking access arrangement candidates' information to facilitate examination timetabling, rooming, and invigilation planning.

The Director of Music collaborates with the Head of Examination Access Arrangements with regard to allowances for ABRSM Examinations.

6. Consent Forms

Before an application is made to an awarding body for an access arrangement, the Examinations Officer is required to gain the signed consent of the candidate concerned.

This is done using the form available on the JCQ^{CIC} website entitled, Data Protection Notice. JCQ and CAIE inspectors will ask to see these records during the course of a centre inspection/visit. A copy of the form can be found at **Appendix 2**.

It is the responsibility of the Examinations Officer to have available for inspection a lever-arch file containing copies of all documentation appertaining to access arrangements that are in date and are being applied to the current examination series.

7. JCQ Centre Admin Portal (Formerly Access Arrangements Online)

Centre Admin Portal (CAP) is a tool provided to centres by the JCQ member awarding bodies for GCE and GCSE qualifications.

CAP allows centres to submit online applications for approval of access arrangements (including temporary arrangements) where awarding body approval is required. Deadlines for applying must be met. Approved applications are normally valid for a period of 26 months.

CAP also provides the facility to order published modified papers for GCE and GCSE.

A training version of the tool is provided enabling centres to learn how to use CAP, alongside information provided in AA 8.6.

CAP is accessed via any of the awarding body secure extranet sites including e-AQA, Edexcel Online, OCR Interchange and the Eduqas Services. An application for approval is made against the qualification (GCE or GCSE) regardless of the awarding body that offers it.

CAP offers additional functionality to help with examination preparation tasks:

The system allows more sophisticated centre management of the access arrangements process, allowing centres to plan ahead in advance of the examination series.

Where candidates have scribes or practical assistants the cover sheets can be printed from the system, pre-populated with centre and candidate details.

The search and export functions can be used to find applications or assist with resource planning. For example, determining the number of readers or scribes required.

Where an application for the use of a scribe in GCSE and/or GCE qualifications is processed using Access arrangements online, the centre must generate a pre-populated scribe cover sheet. In such circumstances, the completed scribe cover sheet is the only document which needs to accompany the candidate's script/controlled assessment/coursework." [JCQ Form 2 - Scribe cover sheet]

To apply for approval for Non-delegated Access Arrangements with CAIE [CH 1.3.5], Preparation Form 1 (available from cambridgeinternational.org.uk/forms) is to be submitted before the published deadline by email to info@cambridgeinternational.org.uk. To apply for Centre Delegated Access Arrangements [CH 1.3.6] use Preparation Form 4. To apply for Modified Papers [CH 1.3.7] use Preparation Form 3.

The CAIE inspector will ask to see a copy of the application form during an inspection visit. Failure to produce one is regarded as malpractice.

Access arrangements approved by CAIE are valid for a particular examination series only.

8. Use of Laptop or Word Processor

Where use of a laptop has been granted by the School, the candidate must demonstrate that it represents his or her normal way of working. Laptop use is monitored regularly and candidates should be aware that if they do not make use of this arrangement in their regular working, they will not be permitted to use it in examinations.

There is not a requirement to process an application using Access Arrangements Online or to record the use of the arrangement. No evidence is needed to support the arrangement. (This also applies where a candidate is using a word processor on a temporary basis as a consequence of a temporary injury.)[AA 5.8]

For Public Examinations, every printed examination script generated using a laptop requires a Cover Sheet to be attached to it before it is dispatched. For JCQ member awarding bodies this is Form 4 available from the JCQ website, and for CAIE use Examination Day Form 5 available from cambridgeinternational.org.uk/forms.

The School's internal policy governing the use of laptops is printed in Pupil Booklets for every examination series.

It states:

*If you have been awarded the use of a laptop for the examinations it is **your** responsibility to adhere to the following Word Processing Protocol:*

- *You will only have access to Word Pad.*
- *You are not to access spell check.*
- *You are to save your work on the USB key provided throughout the examination by accessing 'File', 'Save'.*
- *Under no circumstances should you try to access any other word processing functions. This may result in you losing your work.*
- *Input text using 12pt font size and double spacing.*
- *Each answer should be clearly labelled with the question's number and any sub-sections to the question.*
- *After the examination has finished a member of the ICT staff will bring to you the word-processed information which you have typed. **You** are then responsible for collating, checking, and signing each individual sheet. Each printed page must be labelled with your name and candidate number.*

The School's overarching policy governing the use of a Laptop or Word Processor can be found at **Appendix 3**.

9. Supervised Rest Breaks

For Supervised Rest Breaks there is not a requirement to process an application using Access Arrangements Online. However, for GCSE and GCE qualifications the SENDCO must produce written evidence confirming the need for supervised rest breaks to a JCQ Centre Inspector upon request. This must confirm the candidate's established difficulties and that supervised rest breaks reflect his/her normal way of working within the centre. [AA 5.1].

There is no maximum time set for supervised rest breaks. The decision must be made by the SENDCO based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions. The duration of the supervised rest break should ideally be determined by the SENDCO before the start of the examination series. [AA 5.1.2].

The School's internal policy governing Supervised Rest Breaks, which is printed in Invigilator and Teacher Booklets for every examination series, states:

Access Arrangements allow certain candidates to take Supervised Rest Breaks during examinations exceeding 30 minutes' duration.

Those candidates may take a supervised rest break of a duration to be determined according to the individual picture of need, in discussion with the Head of Academic Mentoring.

If the candidate wishes to take a rest break they will raise a hand. The invigilator will confirm with the candidate that they wish to take a rest break. If the pupil is remaining in the examination room, they will turn over their paper and the invigilator will make a note of the start time. The invigilator

will maintain oversight to ensure that the candidate is not progressing with their examination, for example, by taking notes. If the candidate is taking a movement break, they will leave the examination room, accompanied by an invigilator for the duration of the break. During this time, examination regulations will be maintained in terms of contact with other individuals or technology.

The rest break will end when the candidate is again settled at their desk and the invigilator will note the time on the incident log, adding the time of the rest break so that the finish time for that candidate is extended. If the candidate has remained in the examination room, they will indicate when they wish to resume their examination by holding their hand up for the invigilator's attention. When the invigilator has confirmed with them that they wish to resume, the invigilator will make a note of the time as before.

The frequency and duration of rest breaks will be determined by the Head of Academic Mentoring based on need. The most typical arrangement is that a pupil will take a rest break approximately every 30 minutes, after the first 30 minutes of the examination has passed, and those rest breaks will last for approximately 3 minutes. The Head of Academic Mentoring will discuss the use of rest breaks with pupils and, according to their individual profile of need, alterations to the timings may be trialled and agreed.

10. 25% Extra Time

Extra time must not be confused with Supervised Rest Breaks. [AA 5.2].

The Head of Examination Access Arrangements is responsible for the administration and award of 25% Extra Time in accordance with the guidance given in JCQ AA regulations and will notify the Examinations Officer which candidates have been awarded this arrangement.

The School takes note of the following factors:

- *Extra time will not be permitted in examinations testing the time in which a skill is performed, such as expressive arts, a musical performance, or a sport, where timing is an explicit part of the assessment objective. [AA 5.2.5]*
- *Candidates may not require extra time for each subject. As subjects and the methods of assessment vary, so the demands on the candidate will vary.*

Extra time may not be appropriate in:

- *Practical examinations; or*
- *Medium level or limited level GCSE controlled assessments where the impairment has a minimal effect on the assessment.*

*Care **must** be taken within the centre to ensure that candidates (whose normal way of working is to use extra time) are not placed at a disadvantage. [AA 5.2.6]*

- *Where a candidate has an approved application for 25% extra time, advice should always be sought from the relevant awarding body as to how the extra time is to be applied in a **Listening examination**. [AA 5.2.7]*

The Head of Examination Access Arrangements closely monitors the Use of Extra Time after every examination series. This is done using the example form shown at **Appendix 4**.

The JCQ and Cambridge Inspector will expect to see 'Evidence of Need' during their annual inspections.

11. Use of Dictionaries

Candidates with English as an Extra Language (EAL) are permitted to use a dictionary for translation purposes only, in those subjects stipulated by the JCQ and CH Regulations. Use of a dictionary is permitted as an aspect of EAL candidates' normal way of working both in the classroom and in examinations.

Where an EAL pupil qualifies for Extra Time, currently during the first two years of their residency within the United Kingdom, the School ensures that the Regulations of the Examination Board are followed. Extra Time is granted in the classroom and in internal and external examinations, where appropriate. The Head of Examination Access Arrangements is responsible for maintaining the necessary computer records on iSAMS and liaising with the Examinations Officer to ensure that this provision is met.

The School monitors the use of dictionaries and of Extra Time, through regular feedback received from the candidate's teachers.

Where a dictionary is used for examination purposes, the Head of Examination Access Arrangements liaises with the individual candidate to ensure that an unmarked copy is available to them.

12. Modified papers

“Centres must order modified papers in advance of a specific examination series, no later than the published deadline for the series concerned...”[AA 6]

Deadlines for ordering modified papers for a particular examination series normally fall well in advance of the entry deadline. **Deadlines must be met.**

Ordering a modified paper does not constitute making an entry – these are two separate processes that must be undertaken by the Examinations Officer.

The Examinations Officer should use JCQ guidance (AA 6) to understand the modifications that are available and follow the flow chart provided to order published modified papers for GCE and GCSE through CAP.

For CAIE, applications are made by email to:

info@cambridgeinternational.org.uk

using Preparation Form 3 (CH 1.3.7) which is available online:

cambridgeinternational.org.uk/forms

CAIE normally respond by giving written permission for question paper packets to be opened up to 90 minutes before the published start time of an examination in order to facilitate the copying and/or the enlargement of a question paper on to the desired colour of paper.

JCQ member bodies send out Non-interactive Electronic Question Papers in PDF format on disks which are specific to a particular qualification.

13. Practical Assistant

All applications for a Practical Assistant must be processed using CAP. Applications made to use a Practical Assistant in examinations that test practical skills and/or written examinations will automatically be rejected. In these instances the Head of Examinations Access Arrangements is to make an appeal to the relevant awarding body outlining the tasks the Practical Assistant will carry out in order to demonstrate to the awarding body that the test will not be compromised in anyway.

A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives. A practical assistant will not normally be permitted in subjects such as Art & Design, Design & Technology and Music. [AA 5.14.3]

The Examinations Officer is to ensure that the following actions are carried out:

- Where an application is processed using CAP, e.g. GCSE and GCE qualifications, a pre-populated Practical Assistant cover sheet **must** be printed from the system and **must be placed inside the candidate's script**.
- A cover sheet **must** be **securely** attached to any Non-Examination Assessment completed with the aid of a practical assistant. The work **must** be sent to the moderator in addition to the sample requested.
- The cover sheets **must** indicate the level of assistance given by the practical assistant.
- The cover sheet **must** be signed by the Practical Assistant and countersigned by the Head of Centre or Examinations Officer.

In instances where an application for the use of a Practical Assistant is approved, the practical assistant will carry out practical tasks at the instruction of the candidate following the rules published in AA.

The rules for a Practical Assistant can be found at **Appendix 5**.

Useful examples of permissible assistance:

A candidate with very poor motor co-ordination may need help in holding a ruler, placing a ruler in the correct place for a line to be drawn or turning the pages of the script. The candidate may also need help when using Mathematical equipment.

*A candidate with a severe vision impairment may need his or her hand to be guided to the relevant page or section of text in a paper. **Care must be taken not to direct the candidate to the answer.***

A Blind candidate may require a practical assistant to record the position of points or lines indicated on a tactile graph by means of pins and elastic bands. [AA 5.14.4]

14. Reasonable Adjustments for GCE A-Level sciences - Endorsement of practical skills

The Head of Examination Access Arrangements is required to work with teaching staff, and where necessary senior leaders, to determine access arrangements which are both appropriate and reasonable in the context of a Practical Endorsement.

The Practical Endorsement in A-Level Biology, Chemistry and Physics is not a timed component and is carried out during normal lesson time. As such there is no need to award extra time and/or supervised rest breaks.

A candidate who has an access arrangement, put in place by the Head of Examination Access Arrangements, which forms part of their normal way of working, may continue to use it in the course of the Practical Endorsement if it is required and does not undermine the assessment. **The only exception being a practical assistant as this does not allow a candidate to show their independent skills/mastery of the practical skills.**

A candidate, who because of his/her disability cannot demonstrate one or more of the competences in the required skills, use of apparatus or techniques, may request an exemption. If agreed, an indication will appear on the candidate's certificate indicating that he/she has been granted an exemption. The candidate should participate in as much of the practical activity as possible to support his/her knowledge and understanding for the indirect assessment of practical skills in the written examination.

Specific examples for the Common Practical Assessment Criteria (CPAC) are detailed below:

CPAC1 requires candidates to *follow written procedures*.

CPAC2 requires candidates to apply *investigative approaches and methods when using instruments and equipment*.

CPAC3 requires candidates to *safely use a range of practical equipment and materials*.

CPAC4 requires candidates to *make and record observations*.

CPAC5 requires candidates to research, reference and *report*.

For CPAC2 and CPAC3, the manipulation of equipment is a skill which is being assessed and is a practical activity which **must** be demonstrated by the candidate. **Therefore, a practical assistant is not permitted to perform such a task on behalf of the candidate.**

15. Scribe

Applications for a scribe or speech recognition technology **must** be processed using CAP.

The Head of Examination Access Arrangements is to have clear evidence that a scribe is needed and this must be available at the School for inspection.

The evidence, which is to be written on School headed paper and signed by hand and dated, must:

- Confirm that the candidate has **persistent and significant writing difficulties and is disabled within the meaning of the Equality Act 2010**;
- Include evidence of the candidate's current difficulties and how they **substantially** impact on teaching and learning in the classroom;
- Show the involvement of teaching staff in determining the need for a scribe;
- Confirm that without the application of a scribe the candidate would be at **a substantial disadvantage** (for example, in cases of severe autism or where the candidate has Social, Mental and Emotional Needs, the removal of a scribe where it has come to reflect the candidate's normal way of working within the centre could lead to a severe adverse reaction);
- **Show the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment**;
- Confirm that a scribe is the candidate's normal way of working within the centre **as a direct consequence of their disability**;
- Confirm that the candidate is not sufficiently competent or confident in using a word processor **with the spelling and grammar check or predictive text facility disabled (switched off)**.

The Head of Examination Access Arrangements' detailed information, as above, is to be supported by:

- A letter from CAMHS or a HCPC registered psychologist or a psychiatrist; **or**
- A letter from a hospital consultant; **or**
- A letter from the Local Authority Educational Psychology Service; **or**
- A letter from the Local Authority Sensory Impairment Service; **or**
- A letter from the Occupational Health Service; **or**
- A letter from a Speech and Language Therapist (SaLT); **or**
- A Statement of Special Educational Needs relating to the candidate's secondary education, or an Education, Health and Care Plan, **which confirms the candidate's disability**.

The Examinations Officer is to ensure that the following actions are carried out:

- Where an application is processed using Access arrangements online, e.g. GCSE and GCE qualifications, a pre-populated scribe cover sheet **must** be printed from the system.
- The cover sheet must indicate whether graphs and diagrams were completed by the candidate or the scribe.
- The cover sheet must be signed by the Scribe and countersigned by the Head of Centre or the Examinations Officer.
- The cover sheet must be placed inside the candidate's completed script when handwritten.
- Where the candidate's completed script has been typed, please refer to the relevant awarding body's instructions as different processing arrangements apply.
- A cover sheet **must** also be **securely** attached to any Non-Examination Assessment completed with the aid of a scribe. The work **must** be sent to the moderator in addition to the sample requested.
- The cover sheet **must** be signed by the Scribe and countersigned by the Head of Centre or Examinations Officer.

Where the School has approval for the use of a scribe, the person acting as the scribe is to follow the rules published in AA. The rules for scribes can be found at **Appendix 6**.

It is essential that candidates are made aware of what a scribe can and cannot do in advance of their first examination, e.g. internal School tests or mock examinations.

The Head of Examination Access Arrangements is to ensure that those acting as a scribe are appropriately trained and are familiar with the rules for Scribes published in AA.

The Examinations Officer is to ensure that invigilators are appropriately trained and are familiar with the rules for Scribes published in AA.

The School, notably the Head of Examination Access Arrangements and Examinations Officer, is to take account of the following factors appertaining to scribes:

- *A scribe will not be permitted to perform tasks which are part of the assessment objectives, which might include application of skills in ICT or graphic design.* [AA 5.7.8]
- *In cases where a candidate is dictating to a scribe for the entire duration of the examination 25% extra time should always be considered. 'The scribe will often require the candidate to*

repeat his/her dictation whilst he/she catches up and to ensure the candidate's response has been correctly recorded. There **is not** a requirement to process a separate application or show slow processing scores in order to award 25% extra time alongside a scribe. However, the SENDCO or the assessor working with the centre **must** explain the need for 25% extra time when using a scribe, for example through Section A of Form 8. When processing an application for a scribe using Access arrangements online the question 'Will the candidate be awarded 25% extra time on account of dictating to a scribe for the entire duration of the examination?' should be answered with a 'Yes'. [AA 5.7.9]

- **Where a temporary injury at the time of the examination gives rise to the need for a scribe the centre must:**
 - Process the arrangement using Access arrangements online;
 - Ensure that appropriate documentation is on file to substantiate the arrangement;
 - Abide by the regulations in **section 5.7**;
 - Ensure that the scribe cover sheet is completed. [AA 5.7.10]

The centre is responsible for ensuring that the candidate and scribe cannot be overheard by, or distract, other candidates (this will also apply if the candidate uses speech recognition technology). [AA 5.7.11]

An aide memoire for Scribes can be found at **Appendix 7**.

16. Temporary or Emergency Access Arrangements

Temporary/Emergency Access Arrangements exist to accommodate Candidates with a temporary disability who have a requirement for an adjustment to be made to their normal working practices so that they are not disadvantaged in anyway. For example a candidate who breaks their writing arm just before an examination.

In all instances approval is required before the centre can award the use of an access arrangement. For JCQ member awarding bodies the application should be made by the Examinations Officer immediately using CAP. For CAIE, the Examinations Officer is to telephone or email the awarding body immediately for verbal approval. [CH 1.3.8]

CAIE will discuss the most appropriate arrangement to award and ask the centre to follow this up by sending the appropriate form. The Examinations Officer should state on the form the arrangements that were agreed and send it to the awarding body together with the candidate's medical certificate as soon as possible.

The form Managing Emergency Access Arrangements can be found at **Appendix 8**.

Appendix 1

Access Arrangements: Candidate Notification Form

Candidate name:

Candidate number:

This notification is to inform you:

- of the approved access arrangements and/or reasonable adjustments that have been arranged for your upcoming exams/assessments
- how these arrangements will be applied in your exams/assessments
- of any exceptions where this arrangement will not be allowed (or where different arrangements will be put in place)

You have been provided with **two** copies of this notification.

You should read through the information and if anything is unclear, contact [insert contact details].

Please sign the candidate declaration on both copies; one copy is for you to keep for reference; the other copy should be returned to the Examinations Officer by [insert date].

Arrangement(s)	How this arrangement will be applied

Exceptions	Examination code	Examination title	Exam date	Exam session

<p>Candidate declaration</p> <p><i>By signing here, I am confirming that I understand and agree to the arrangements that have been approved for my exams/assessments.</i></p> <p><i>I also confirm I understand how these arrangements will be applied.</i></p> <p>Candidate Signature</p> <p>.....</p> <p>Date</p> <p>.....</p>	<p>Additional notes/comments</p>
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Appendix 2

Data Protection Notice

So that we can process your application for access arrangements electronically via the Access arrangements online system we need your consent to share some of your personal data, which may include data relating to your health, medical condition or any disability, with a number of organisations. In some cases, we may need to provide more detailed personal information to support the application for access arrangements being made on your behalf.

These organisations are the Joint Council for Qualifications(JCQ) and the participating awarding bodies (currently AQA, CCEA, OCR, Pearson and Eduqas).

Your application will be processed in line with the common standards, regulations and guidance developed for GCSE and GCE qualifications by the JCQ^{cic}.

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

Declaration

For the purpose of processing my access arrangement application, I consent to the use of my name, date of birth and other relevant data as set out above. I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Signed Date

Print Name.....

Appendix 3

Policy for the use of a Laptop or Word Processor

The School applies the criteria of the Examination Boards; namely JCQ and CAIE in reaching a decision as to whether a pupil should be permitted to use a laptop to complete his or her work. Principally, the use of one cannot simply be granted to a pupil because he or she prefers to type rather than write, or can work faster on a keyboard, or because he or she uses a laptop at home. The use of a word processor must reflect the pupil's normal way of working within the School and be appropriate to his or her needs. In order for a child's case for a laptop to be considered, there must be documentary evidence of a Learning Disorder or physical disability that has a substantial and long-term adverse effect on his or her ability to write legibly. This can be in the form of an assessment carried out by a suitably qualified specialist, such as an educational psychologist or medical practitioner, or confirmation of a particular physical or medical condition. In addition, there should be clear, observable evidence of need within the context of the classroom and from samples of the pupil's written work.

When considering a pupil's eligibility for a laptop, the School is mindful of the following:

- The use of a laptop should represent an appropriate adjustment to the pupil's particular difficulty.
- The laptop can only be effective when the child can type at least as fast as they can write, where legibility of hand-writing is an issue.
- The laptop can only be effective when the child can type faster than they can write where writing or processing speed is an issue.

Conditions of Use

1. The School accepts no liability for the loss or damage of laptops. Pupils are advised to keep them locked in their lockers when not in use and to be aware of the need to be responsible.
2. Parents are advised to insure laptops or other electronic devices on their Household Insurance.
3. The pupil is responsible for ensuring that the laptop is fully charged before School in order to minimise logistical problems in the classroom.
4. Pupils should develop good working habits with their computer, ensuring that they auto save their work regularly.
5. As a general principle, teachers cannot accept work that is emailed to them. It is therefore the pupil's responsibility to ensure that all classwork and prep is printed out at home and stuck into their exercise books.
6. Spelling and Grammar checkers and Internet Access on the laptop should be disabled.

Monitoring Use of Laptop

Where use of a laptop has been granted, the pupil must demonstrate that it represents his or her normal way of working. Laptop use is monitored regularly and pupils should be aware that if they do not make use of this arrangement in their regular working, they will not be permitted to use it in examinations. *See also: Examinations Policy, Appendix 4: Word Processor Policy*

Appendix 4

Monitoring Use of Extra Time

We are required by JCQ to monitor the use of Access Arrangements in internal examinations. During the period of extra time that is granted to pupils, they are required to write in a different coloured ink. I should be grateful if you would complete the pro-forma below for all pupils in your classes for whom this applies. In addition, please put their original examination paper in the box in the SCR after making a copy for the pupil.

Please email the completed form to the Head of Examination Access Arrangements.

Name	Tutor Group	Year Group	Subject	Teacher

Question	Answer
Is it evident from the examination paper that the pupil made use of extra time? (YES/NO)	
For what did the pupil use his/her extra time? (for example: it enabled her to answer the last two questions; he checked over his work and corrected mistakes; she added in small details throughout the paper)	
Estimate of the raw marks gained during extra time	
Total raw marks gained by the pupil	
Total raw marks for the paper	
Any other comments you feel are useful:	

Signed: Date:

Appendix 5

Rules – the use of a Practical Assistant

A Practical Assistant:

- **must** perform practical tasks **as specifically approved by the awarding body** and according to the candidate's instructions, unless the skill to be performed is the focus of the assessment, (in which case the practical assistant will not be permitted) or the procedure would be unsafe;
- **must** immediately refer any problems in communication during the assessment to the invigilator or examinations officer;
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must** ensure the safety of the candidate and those around him/her;
- **must not** give factual help to the candidate or indicate when the task is complete;
- **must not** advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- **may** ask the candidate to repeat instructions where these are not clear.

Appendix 6

Rules – the use of a Scribe

A Scribe:

- **must write or type** accurately, and at a reasonable speed, what the candidate has said;
- **must** draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions, **unless the candidate is taking a design paper, in which case a scribe will only be permitted to assist with the written parts of the paper;**
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must** write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate;
- **must** immediately refer any problems in communication during the examination to the invigilator or examinations officer;
- **must not** give factual help to the candidate or indicate when the answer is complete;
- **must not** advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- **may**, at the candidate's request, read back what has been recorded.

Appendix 7

Memory aid for a Scribe

- I am here to write/type for you in your examination
- I must write/type exactly what you say
- I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me
- I can't draw for you in a Design examination
- If we have problems communicating, I must tell the invigilator
- I can't give you any help with answers
- I can't suggest when an answer is finished
- I can't tell you which questions to choose
- I can't tell you when to move onto the next question
- I can't tell you which questions to do first
- I can read back what I have written/typed, but only if you ask me
- I can change what I have written/typed, but only if you ask me
- If you are allowed rest breaks, I can't write/type in those breaks

Appendix 8

Managing Emergency Access Arrangements Form

Candidate name:

Candidate number:

This form is a record of actions around emergency/temporary access arrangements put in place for this candidate during the exams period and confirms follow-up activity, where applicable.

Pre-exam(s) – Access arrangements

<i>Description of candidate situation and required arrangements</i>

Does the arrangement (or any of the arrangements) require awarding body approval? **Yes / No**

If Yes, complete table below:

Areas affected by temporary condition/situation	Access arrangements required by the candidate	Documentation
<input type="checkbox"/> Writing <input type="checkbox"/> Vision <input type="checkbox"/> Mobility <input type="checkbox"/> Fatigue <input type="checkbox"/> Processing of answers <input type="checkbox"/> Hearing <input type="checkbox"/> Other	<input type="checkbox"/> Examination on coloured/enlarged paper <input type="checkbox"/> Extra time – 25% <input type="checkbox"/> Extra time – up to 50% <input type="checkbox"/> Practical assistant for practical assessments <input type="checkbox"/> Practical assistant for written papers <input type="checkbox"/> Reader/computer reader <input type="checkbox"/> Scribe/speech recognition technology <input type="checkbox"/> Other	<input type="checkbox"/> CAP approval printed <input type="checkbox"/> Data protection notice signed <i>when able</i> <input type="checkbox"/> Appropriate documentation held on file to support or evidence the need for the arrangement <i>where required</i> <input type="checkbox"/> Cover sheet(s) provided <i>where applicable</i>

Post exam(s) – Special consideration

“Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.” [JCQ [A guide to the special consideration process](#)]

Continued ...

Information provided by the invigilator/other centre staff/examination room incident log etc. will determine if an application for special consideration is appropriate, in addition to the temporary access arrangement(s) provided above. Evidence to support the special consideration application, where made online, will be held on file until after the publication of results.

Follow up actions taken/comments *if applicable*

Signature of Examinations Officer completing form Date

Appendix 4: Word Processor Policy

Contents

1. Introduction
2. Purpose of the Policy
3. Principles for using a Word Processor
 - 3.1 Ibstock Place School processes
4. The use of a Word Processor
5. Word Processors and their programmes
 - 5.1 Ibstock Place School processes
6. Laptops and Tablets
7. Accommodating Word Processors in Examinations

1. Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments \(AA\)](#) and [Instructions for conducting examinations \(ICE\)](#).

2. Purpose of the policy

This policy details how the School/Centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

3. Principles for using a word processor

Ibstock complies with AA chapter 4 as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

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

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

(AA 4.2.4)

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

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal School tests and mock examinations.

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

3.1 Ibstock Place School processes

The School applies the criteria of the Examination Boards; namely JCQ member examination board members and CAIE in reaching a decision as to whether a pupil should be permitted to use a laptop to complete his or her work. Principally, the use of one cannot simply be granted to a pupil because he or she prefers to type rather than write, or can work faster on a keyboard, or because he or she uses a laptop at home. The use of a word processor must reflect the pupil's normal way of working within the School and be appropriate to his or her needs. In order for a child's case for a laptop to be considered, there must be documentary evidence of a Learning need or physical disability that has a substantial and long term adverse effect on his or her ability to write legibly. This can be in the form of an assessment carried out by a suitably qualified specialist, such as an educational psychologist or medical practitioner, or confirmation of a particular physical or medical condition. In addition, there should be clear, observable evidence of need within the context of the classroom and from samples of the pupil's written work.

When considering a pupil's eligibility for a laptop, the School is mindful of the following:

- The use of a laptop should represent an appropriate adjustment to the pupil's particular difficulty;
- The laptop can only be effective when the child can type at least as fast as they can write, where legibility of handwriting is an issue;
- The laptop can only be effective when the child can type faster than they can write where writing or processing speed is an issue.

4. The use of a word processor

Ibstock complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

The above also extends to the use of electronic braille and tablets.

(AA 5.8.2)

- Provides access to word processors to candidates in Non-Examination Assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification.

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script.
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

5. Word processors and their programmes

Ibstock complies with ICE 8.8 *Word processors* instructions by ensuring:

- Word processors are used as a typewriter, not as a database, although standard formatting software is acceptable.
- Word processors have been cleared of any previously stored data, as must any portable storage medium used.
- An unauthorised memory stick is not permitted for use by a candidate.
- Candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- Word processors are in good working order at the time of the examination.
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.

- Where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- Word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- Documents are printed after the examination is over.
- Candidates are present to verify that the work printed is their own.
- Word processed scripts are inserted in any answer booklet which contains some of the answers.
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- Word processors are not used to perform skills which are being assessed.
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor.
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- Word processors are not used on the candidate's behalf by a third party.

5.1 Ibstock Place School processes

Where the School awards the use of a laptop to candidates for examinations it ensures that they adhere to the following Word Processing Protocol:

- Candidates only have access to Word Pad.
- They do not have access to spell check.
- They are instructed to save their work on the USB key provided throughout the examination by accessing 'File', 'Save'.
- They are instructed that under no circumstances should they try to access any other word processing functions. This may result in them losing their work entirely.
- They are instructed to input text using 12pt font size and double spacing.
- They are told that each answer should be clearly labelled with the question's number and any sub-sections to the question.
- They are told to ensure that their Centre Number, Candidate Number, and the Unit/Component Code appears as a Header or Footer on every page (e.g. 11032/8001 – 6391/01).

- After the examination has finished a member of the ICT staff brings to them the printed word-processed information which they have typed. **Candidates** are then responsible for collating, checking, and signing each individual sheet. Making sure that each sheet has a minimum of the Centre Number and Candidate number printed on it. If not, they are told to write it on by hand in the presence of the invigilator.

6. Laptops

Ibstock further complies with ICE 8.8 instructions by ensuring:

- Laptops used during examinations/assessments are designed to run for a long period of time once fully charged and can be 'free-standing'.
- The battery capacity of all laptops is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- Candidates with fully charged laptops connected to power points are seated within the main examination hall without the need for separate invigilation.
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- candidates are instructed to appropriately number each page.
- candidates are instructed to use a minimum 12pt font and double spacing.
- invigilators remind candidates to save their work at regular intervals.
- where it is possible 'autosave' is set up on each laptop/tablet.
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

7. Accommodating word processors in examinations

Candidates using word processors (including laptops) are internally accommodated in the following manner:

- At a suitable location in the examination room.
- Access to a power point so that candidates can work on a powered laptop throughout their examination may be arranged if appropriate.
- Cover sheets are attached to completed scripts using the appropriate form for the awarding organisation.

Appendix 5: Information, Policy and Procedures for Invigilators

Contents

1. Invigilator Job Description
2. Invigilator Confidentiality and Security Agreement
3. Invigilator Availability and Information Form
4. Additional Information

1. Invigilator Job Description

Reporting to	Examinations Officer	Hourly Pay Rate	By negotiation
Hours of work	By negotiation during internal examinations (held throughout the year) and External Examinations (held in May, June, and July)		

Experience

Experience is not required, as training will be provided, although applicants will be asked to declare if they have invigilated previously and whether they have any current maladministration or malpractice sanctions applied to them.

An ideal candidate will:

- be flexible
- have effective communication skills
- be confident and a reassuring presence to candidates in examination rooms

Main duties

- To conduct examinations in accordance with the Joint Council for Qualifications (JCQ), awarding body and Ibstock Place School instructions
- To play a key role in upholding the integrity of the examination process

Continued ...

Before examinations

- To report to and be briefed by the Examinations Officer prior to each examination session
- To keep examination papers and materials secure before, during and after examinations
- To ensure examination rooms are set out according to the instructions
- To admit candidates into examination rooms
- To identify, seat, and instruct candidates in the conduct of their examinations
- To distribute the correct examination papers and materials to candidates
- To deal with candidate queries

During examinations

- To supervise candidates at all times and be vigilant throughout examinations
- To keep disruption in examination rooms to a minimum
- To deal with emergencies or irregularities effectively
- To record/report any disruption or irregularities
- To complete attendance registers
- To deal with candidate queries

After examinations

- To collect examination scripts
- To dismiss candidates from the examination room
- To check candidates' names on scripts match the details on the attendance register
- To securely return all examination scripts and examination materials to the Examinations Officer

Other

- To attend training, refresher or review sessions as required
- To undertake, where required and where able, other duties requested by the Examinations Officer, for example:
 - Supervision of clash candidates between examination sessions
 - Facilitating access arrangements for candidates, for example as a reader, scribe etc. (full training will be provided)
 - Examinations-related administrative tasks

To apply

Write to: The Examinations Officer, Lt Col Stephen Barnwell, at sbarnwell@ibstockplaceSchool.co.uk. All successful applicants require a DBS certificate.

2. Invigilator Confidentiality and Security Agreement

Name		Contact Numbers	Home:
Email			Mobile:

In order that Ibstock Place School can ensure confidentiality and security issues are known, understood and JCQ *Instructions for conducting examinations* (<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>) complied with, invigilators are required to respond to and confirm the information below.

Have you invigilated previously? *(Please circle your answer)*

Yes / No

If yes, do you have any current maladministration/malpractice sanctions applied to you?

Yes / No

As an invigilator, I confirm:

- ☐ I will inform the Examinations Officer if I am requested to invigilate in an examination room where any candidate is a relative, a friend or has any connection to me outside of the examination room
- ☐ I understand in this situation, I must not be the sole invigilator in the examination room
- ☐ I will not at any time read candidate responses on examination scripts
- ☐ I will not discuss with anyone outside the examination room, other than the Examinations Officer or the Senior Management Team (SMT) any information about examination candidates
- ☐ While confidential examination question papers, examination materials, and candidate scripts are in my care, I will not leave them unattended at any time
- ☐ If supervising an examination clash candidate over a break between examinations, I will not leave the candidate unsupervised at any time
- ☐ I will report any potential breaches of security I observe or am made aware of to the Examinations Officer

- ☐ I will record any irregularities in the examination room on the examination room incident log and will confirm this information with the Examinations Officer at the end of the examination
- ☐ I am aware of the actions to be taken in the event of an emergency evacuation and will record any information connected to an emergency in the examination room, or an evacuation from the examination room, in the examination room incident log
- ☐ I understand that at the end of the examination, I am required to immediately return all examination question papers (including spares), examination materials, candidate scripts and unused examination stationery to the safekeeping of the Examinations Officer

By ticking the boxes and signing here I confirm I understand and will comply with the above

Your signature: Date of signature:

3. Invigilator Availability and Information Form

Name		Contact Numbers	Home:	
Email			Mobile:	

Please put a tick against the am and pm sessions you are available for in the examination series below.

January 2017

Week 1 commencing 09 January				Week 2 commencing 16 January			
Day	Date	am	pm	Day	Date	am	pm
Monday				Monday			
Tuesday				Tuesday			
Wednesday				Wednesday			
Thursday				Thursday			
Friday				Friday			

Summer 2017

Week 1 commencing 15 May				Week 2 commencing 22 May			
Day	Date	am	pm	Day	Date	am	pm
Monday	15			Monday	22		
Tuesday	16			Tuesday	23		
Wednesday	17			Wednesday	24		
Thursday	18			Thursday	25		
Friday	19			Friday	26		
Week commencing 29 May – Half Term – no exams							
Week 3 commencing 5 June				Week 4 commencing 12 June			
Monday	5			Monday	12		
Tuesday	6			Tuesday	13		
Wednesday	7			Wednesday	14		
Thursday	8			Thursday	15		
Friday	9			Friday	16		
Week 5 commencing 19 June				Week 6 commencing 26 June			
Monday	19			Monday	26		
Tuesday	20			Tuesday	27		
Wednesday	21			Wednesday	28		
Thursday	22			Thursday	29		
Friday	23						

Invigilator information *(please circle your answer)*

1. Are you related to or have any connection to current pupils at Ibstock Place School?

Yes / No

If yes, please provide name(s):

2. If required, would you be willing to invigilate a candidate in a separate examination room on a 1:1 basis?

Yes / No

3. If required, would you be willing to facilitate an access arrangement for a candidate, for example by acting as a reader, scribe etc. (training would be provided)?

Yes / No

4. Additional Information

Examination sessions

The morning and afternoon sessions start at 0900 and 1330. Invigilators are required to report to the examinations office 30 minutes before the start of each session.

Lunch periods

Lunch is not provided for invigilators and Lunch Periods are unpaid except in circumstances where invigilators are carrying out lunchtime clash supervision duties.

Clash candidate supervision

Where invigilators carry out lunchtime supervision of candidates their time is paid.

Examination information

The details appertaining to examinations for which you will be invigilating will be provided by the Examinations Officer. These include times, location, subject, size of cohort, and seating plans.

Payment information

Invigilators hired through an agency are paid directly by the agency concerned. Invigilators that have been hired under a private agreement with the School will be paid by the School using a BACS payment directly into their bank account. Invigilators are required to submit a signed form detailing the hours they have worked. The form is to be countersigned each day by Examinations Officer and submitted to him/her on the stated date for authorisation of payment by the Bursar's Office.

Facilities

There are no parking facilities at the School, but there is plenty of on-street parking in the immediate location.

Contact details

The Examinations Officer – Lt Col Stephen Barnwell

Tel: 0208 876 9991 Ext 5862

Email: sbarnwell@ibstockplaceSchool.co.uk

Appendix 6: Non-Examination Assessment (NEA) Policy

Contents

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2. Purpose of the policy
3. What are Non-Examination Assessments?
4. Procedures for planning and managing Non-Examination Assessments, identifying staff roles and responsibilities and for negating conflicts of interest
5. The basic principles
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7. Task setting
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27. Special consideration
28. Malpractice
29. Enquiries about results
30. Practical Skills Endorsement for the A-Level Sciences designed for use in England
31. Management of issues and potential risk associated with Non-Examination Assessments

Appendix 1:

Examiner/Assessor Confidentiality, Security, and Conflict of Interest Declaration Form

1. What does this policy affect?

This policy affects the delivery of subjects of GCE and I/GCSE qualifications which contain a component of Non-Examination Assessment.

“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as Non-Examination Assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Definition taken directly from the JCQ publication [Instructions for conducting Non-Examination Assessments– Foreword, page 3](#). This publication is further referred to in this policy as ‘NEA’.

2. Purpose of the policy

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

- Cover procedures for planning and managing Non-Examination Assessments
- Define staff roles and responsibilities with respect to Non-Examination Assessments
- Manage risks associated with Non-Examination Assessments

3. What are Non-Examination Assessments?

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

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

- Task setting
- Task taking
- Task marking

[[NEA – The basic principles, page 4](#)]

4. Procedures for planning and managing Non-Examination Assessments, identifying staff roles and responsibilities and for negating conflicts of interest

4.1 The basic principles

Head of Centre

- Ensures that the centre's Non-Examination Assessment policy is fit for purpose
- Ensures that there are no conflicts of interest for staff who undertake employment with an Awarding Body as an Examiner and/or who conduct Non-Examination Assessments [see paragraph 4.2]
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks

Senior Management Team

- Ensure the correct conduct of Non-Examination Assessments which comply with [NEA](#) and awarding body subject-specific instructions

Head of Faculty

- Confirms with subject heads that appropriate awarding body forms and templates for Non-Examination Assessments are used by teachers and candidates
- Ensures that staff have declared any and all potential conflicts of interest in respect of their ability to conduct an assessment
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- Ensures subject teachers understand their role and responsibilities within the Non-Examination Assessment process
- Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of Non-Examination Assessments
- Works with the Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject Teacher

- Understands and complies with the general instructions as detailed in [NEA](#)
- Declares any and all potential conflicts of interest in respect of their ability to conduct an assessment
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting Non-Examination Assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

Examinations Officer

- Carries out tasks where these may be applicable to the role in supporting the administration/management of Non-Examination Assessment
- Ensures the integrity of assessments is maintained by monitoring the list of staff who possess a conflict of interest and intervenes where necessary
- Keeps a record of staff with, or have declared, a potential conflict of interest and takes the necessary steps to ensure that the integrity of Non-Examination Assessments carried out at the Centre is maintained [see Para 4.2]

4.2 Declaring and Managing Conflicts of Interest

- All staff who undertake employment with an Awarding Body as an Examiner or who carry out Non-Examination Assessments at the Centre and/or have access to confidential pre-release examination material are required to make a declaration to confirm that they have no conflicts of interest before conducting a Non-Examination Assessment.
- Declarations are to be made annually in September by all members of staff who are employed as Examiners or conduct Non-Examination Assessments and/or have access to confidential pre-release examination material. New members of staff who start later in the year are to make their initial declaration in the first month of their employment.
- Declarations are to be made by completing the *Examiner/Assessor Confidentiality, Security, and Conflict of Interest Declaration Form* (Appendix 1). Completed declarations are to be handed to the Examinations Officer via the Head of Faculty.
- The Examinations Officer, on behalf of the Senior Management Team, will maintain a securely held, GDPR compliant list of those staff who have declared a *conflict of interest* for the purposes of maintaining the integrity of all assessments carried out at the Centre.

4.3 Task setting

Subject Teacher

- Selects tasks from a choice provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

4.4 Issuing of tasks

Subject Teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

4.5 Task taking – Supervision

Subject Teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents *Information for candidates – Non-Examination Assessments* and *Information for candidates – Social Media*
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

5. Advice and feedback

Subject Teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

6. Resources

Subject Teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc

7. Word and time limits

Subject Teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

8. Collaboration and group work

Subject Teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

9. Authentication procedures

Subject Teacher

- Where required by the awarding body's specification:
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
 - obtains a Head of Centre declaration

- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate and Head of Centre declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the Examinations Officer

10. Presentation of work

Subject Teacher

- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

11. Keeping materials secure

Subject Teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

12. Task marking – externally assessed components

12.1 Conduct of externally assessed work

Subject Teacher

- Liaises with the Examinations Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Examinations Officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

13. Submission of work

Subject Teacher

- Provides the attendance register to a Visiting Examiner

Examinations Officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the examination series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

14. Task marking – internally assessed components

14.1 Marking and annotation

Subject Teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates that their marks could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

14.2 Internal standardisation

Head of Faculty

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject Teacher

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

15. Submission of marks and work for moderation

Subject Teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Examinations Officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

16. Storage and retention of work after submission of marks

Subject Teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc)

Examinations Officer

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

17. External moderation – feedback

Head of Faculty

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Examinations Officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

18. Access arrangements

Subject Teacher

- Works with the Head of Examination Access Arrangements to ensure any access arrangements for eligible candidates are applied to assessments

Head of Examination Access Arrangements

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

19. Special consideration

Subject Teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate:
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaises with the Examinations Officer when special consideration may need to be applied for a candidate taking assessments

Examinations Officer

- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

20. Malpractice

Head of Centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

Subject Teacher

- Is aware of the JCQ *Notice to Centres – Teachers sharing assessment material and candidates' work*
- Ensures candidates understand the JCQ document *Information for candidates – Non-Examination Assessments*
- Ensures candidates understand the JCQ document *Information for candidates – Social Media*

Examinations Officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres – Teachers sharing assessment material and candidates’ work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates’ documents
- Where required, supports the Head of Centre in investigating and reporting incidents of suspected malpractice

21. Appeals of initial marking

See also: Internal Appeals Procedure: Examinations Policy Appendix 2

Head of Centre

- Ensures the centre’s *internal appeals procedure* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internally awarded mark

Deputy Head (Academic)

- Ensures the centre’s *internal appeals procedure* to be followed by candidates (or their parents/carers) appealing against an internally awarded mark is accessible to them when internally assessed marks are communicated
- Oversees the appeals procedure should an appeal be made

22. Enquiries about results

See also: Internal Appeals Procedure: Examinations Policy Appendix 2

Head of Centre

- Ensures the centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Head of Faculty

- Provides relevant support to subject teachers making decisions about enquiries about results

Subject Teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the Examinations Officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the Examinations Officer in collecting candidate consent where required

Examinations Officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of Non-Examination Assessments as detailed in the JCQ publication *Post Results Services, Information and guidance for centres*
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to Non-Examination Assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

23. 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

Head of Science

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- 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 any 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

Examinations Officer

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

24. 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	<ul style="list-style-type: none"> 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 	SMT, Network Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<ul style="list-style-type: none"> 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 	HoFs, Teachers
Candidates do not understand the marking criteria and what they need to do to gain credit	<ul style="list-style-type: none"> 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 	HoFs, Teachers
Subject teacher long term absence during the task setting stage	<ul style="list-style-type: none"> See centre's examination contingency plan - Teaching staff extended absence at key points in the examination cycle 	HoFs, SMT
Issuing of tasks		
Awarding body set task not issued to candidates on time	<ul style="list-style-type: none"> 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 of 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 	HoFs, Teachers
The wrong task is given to candidates	<ul style="list-style-type: none"> 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 	HoFs, Teachers
Subject teacher long-term absence during the issuing of tasks stage	<ul style="list-style-type: none"> See centre's examination contingency plan - Teaching staff extended absence at key points in the examination cycle 	HoFs, SMT

Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<ul style="list-style-type: none"> • <i>Assessment plan identified for the start of the course</i> • <i>Assessment dates/periods included in centre wide calendar</i> 	SMT
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<ul style="list-style-type: none"> • <i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> • <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> • <i>Whole cohort to undertake written task in large examination venue at the same time (examination conditions do not apply)</i> 	SMT
Insufficient supervision of candidates to enable work to be authenticated	<ul style="list-style-type: none"> • <i>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</i> • <i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's Non-Examination Assessment policy</i> 	HoFs, SMT
A candidate is suspected of malpractice prior to submitting their work for assessment	<ul style="list-style-type: none"> • <i>Instructions and processes in the current JCQ publication Instructions for conducting Non-Examination Assessments (chapter 9 Malpractice) are followed</i> • <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i> 	HoFs, Teachers
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<ul style="list-style-type: none"> • <i>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</i> 	HoAM
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<ul style="list-style-type: none"> • <i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i> • <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> • <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i> • <i>Candidate confirms/records advice and feedback given prior to starting on their work</i> 	HoFs, Teachers

Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<ul style="list-style-type: none"> • 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 	SMT
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<ul style="list-style-type: none"> • 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 	SMT, HoFs, Teachers
Candidate does not reference information from published source	<ul style="list-style-type: none"> • 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 	HoFs, Teachers
Candidate does not set out references as required	<ul style="list-style-type: none"> • 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 	HoFs, Teachers
Candidate joins the course late after formally supervised task taking has started	<ul style="list-style-type: none"> • A separate supervised session(s) is arranged for the candidate to catch up 	HoFs
Candidate moves to another centre during the course	<ul style="list-style-type: none"> • Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place 	EO

An excluded pupil wants to complete his/her Non-Examination Assessment(s)	<ul style="list-style-type: none"> • 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 	SMT
Resources		
A candidate augments notes and resources between formally supervised sessions	<ul style="list-style-type: none"> • 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 	HoFs, Teachers
A candidate fails to acknowledge sources on work that is submitted for assessment	<ul style="list-style-type: none"> • 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 	HoFs, Teachers
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<ul style="list-style-type: none"> • 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 	HoFs, Teachers
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<ul style="list-style-type: none"> • 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 	HoFs, EO, SMT

Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<ul style="list-style-type: none"> 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 	HoFs, SMT
Candidate does not sign their authentication statement/declaration	<ul style="list-style-type: none"> 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 	HoFs, EO
Subject teacher not available to sign authentication forms	<ul style="list-style-type: none"> 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 	HoFs
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<ul style="list-style-type: none"> Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment 	HoFs, Teachers
Keeping materials secure		
Conflicts of interest are not known or have been identified	<ul style="list-style-type: none"> All staff undertaking employment with an Awarding Body in the capacity of an Examiner and/or who conduct assessments complete an annual declaration form so that conflicts of interest are known and identified. Details are held on record in order to ensure that the integrity of all assessments is upheld 	SMT, EO, HoFs, Teachers

Candidates work between formal supervised sessions is not securely stored	<ul style="list-style-type: none"> 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 	HoFs
Adequate secure storage not available to subject teacher	<ul style="list-style-type: none"> Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required 	HoFs
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<ul style="list-style-type: none"> 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 	HoFs, EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	<ul style="list-style-type: none"> The candidate is marked absent on the attendance register 	HoFs, Teachers
Task marking – internally assessed components		
A candidate submits little or no work	<ul style="list-style-type: none"> Where a candidate submits no work, he/she 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 	HoFs, Teachers
A candidate is unable to finish their work for unforeseen reason	<ul style="list-style-type: none"> 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 	HoFs, EO
The work of a candidate is lost or damaged	<ul style="list-style-type: none"> 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 	HoFs, EO, SMT
Candidate malpractice is discovered	<ul style="list-style-type: none"> 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 	HoFs, EO, SMT

A teacher marks the work of his/her own child	<ul style="list-style-type: none"> • 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 	HoFs, SMT
An extension to the deadline for submission of marks is required for a legitimate reason	<ul style="list-style-type: none"> • 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 	HoFs, EO
After submission of marks, it is discovered that the wrong task was given to candidates	<ul style="list-style-type: none"> • 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 	HoFs, SMT
A candidate wishes to appeal the marks awarded for their work by their teacher	<ul style="list-style-type: none"> • 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 examination 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 	HoFs
Deadline for submitting work for formal assessment not met by candidate	<ul style="list-style-type: none"> • 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 	HoFs, Teachers

Deadline for submitting marks and samples of candidates work ignored by subject teacher	<ul style="list-style-type: none"> • <i>Internal/external deadlines are published at the start of each academic year</i> • <i>Reminders are issued through senior leaders/subject heads as deadlines approach</i> • <i>Records confirm deadlines known and understood by subject teachers</i> • <i>Where appropriate, internal disciplinary procedures are followed</i> 	HoFs, SMT
Subject teacher long term absence during the marking period	<ul style="list-style-type: none"> • <i>See centre's examination contingency plan (Teaching staff extended absence at key points in the examination cycle)</i> 	HoFs, SMT

Appendix 1

Examiner/Assessor Confidentiality, Security, and Conflict of Interest Declaration Form

Name		Contact Number	Ext:
Email			

In order for Ibstock Place School to ensure that confidentiality, security, and any conflict of interest issues are known, understood and that JCQ *Instructions for conducting examinations* (<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>) are complied with, staff who are employed as examiners, carry out Non-Examination Assessments and/or have access to confidential pre-release examination materials are required to make a declaration by responding to and confirming the information below.

Have you acted as an Assessor/Examiner previously? *(please circle your answer)*

Yes / No

If yes, do you have any current maladministration/malpractice sanctions applied to you?

Yes / No

As an assessor/examiner, I confirm:

- ☐ I will declare to the Head of Centre/Examinations Officer any and all employment I undertake or accept from an Awarding Body in the role of an Examiner
- ☐ I will inform the Examinations Officer if I am requested to assess, invigilate, or act as an examiner in an examination room where any candidate is a relative, friend or peer, or has any connection to me outside of the examination room; I understand in this situation, I must not be the sole person present in the examination room
- ☐ I understand that the integrity and security of Non-Examination Assessments must be upheld at all times
- ☐ While confidential pre-release examination materials, and candidate answer scripts/recordings are under my supervision, I will not discuss or divulge the content of these to anyone else connected or unconnected with the School, or leave them unattended at any time

- ☐ I will immediately report any potential breaches of security I observe or am made aware of to the Examinations Officer/Head of Centre
- ☐ I will record any incidents or irregularities I observe or am made aware of and will confirm this information with the Examinations Officer/Head of Centre

By ticking the boxes and signing here I confirm I understand and will comply with the above

Your signature: Date of signature:

Appendix 7: Special Consideration Policy

Contents

What is special consideration?

Purpose of the Policy

Eligibility for special consideration

- Roles and responsibilities

Applying for special consideration

Processing applications for special consideration

- Roles and responsibilities

Submitting applications for special consideration

- Timetabled written examinations
- Internally assessed work

• What is special consideration?

“Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.”

[JCQ A guide to the special consideration process Chapter 1]

This document is further referred to in this policy as SC.

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that [insert centre name] agrees to “*submit any applications for special consideration where candidates meet the published criteria.*”

[JCQ General regulations for approved centres Chapter 5]

Eligibility for special consideration

Roles and responsibilities

Head of Centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication SC
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies by the Examinations Officer

Examinations Officer

- Understands the criteria as detailed in SC to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies

Teaching Staff and/or Head of Academic Mentoring

- Provide any appropriate evidence or information that may be required to determine a candidate’s eligibility for special consideration.

Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

Applying for special consideration

Where eligible, special consideration is applied for in a specific examination series where candidates “*have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or Non-Examination Assessment, is materially affected by adverse circumstances beyond their control.*” [SC 2]

Where a candidate may arrive for an examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- the candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for he/she to take the examination in the best possible conditions
- a judgement will be made on how the candidate's situation or disposition affected performance in the examination
- where appropriate and where eligible, special consideration is applied for

Where candidates may be affected by a major disturbance in the examination room (emergency evacuation etc.), special consideration is applied for on behalf of all candidates.

Where a candidate takes three or more timetabled exams on the same day and the total duration of all papers is more than 5 hours 30 minutes (GCSE) or more than 6 hours (GCE) including *any approved extra time but not any time taken for supervised rest breaks* special consideration for an allowance on last paper taken is applied for.

Where a candidate may be affected by a minor disturbance in the examination room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the examination missed is in the terminal series and the *minimum requirements for enhanced grading in cases of acceptable absence* can be met. If there is an opportunity to re-enter the candidate in the next available examination series, the centre will make the entry and special consideration is not applied for.

Where other issues or problems affect a candidate or a group of candidates, special consideration is explored in [SC 5](#) and applied for where eligible. This might include, for example:

- requesting an honorary certificate
- a short extension to controlled assessment/coursework/Non-Examination Assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/Non-Examination Assessment (shortfall in work)
- lost or damaged work
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment assignment

Processing applications for special consideration

Roles and responsibilities

Head of Centre

- Ensures where a candidate may be a relative of the Examinations Officer, the application is authorised by an alternative member of centre staff

Examinations Officer

- Ensures applications are processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results
- Meets the required deadline(s) for submitting applications

Teaching Staff and/or Head of Academic Mentoring

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers)

- Provide any required medical or other evidence that may be required to support an application for special consideration

Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration applications are submitted to the relevant awarding body following the published processes in [SC](#).

Evidence to support applications is kept on file until after the publication of results.

Timetabled written exams

- For GCE and GCSE qualifications, applications for individual candidates are submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration.
- The processes for submitting a single application to cover all exams *where a candidate is present but disadvantaged* and a separate application for each day *where a candidate is absent from an examination for an acceptable reason* detailed in [SC 6](#) are followed
- For other qualifications, applications are submitted online where the awarding body's secure system accepts these.
- The paper [form 10](#) Jcq/SC Application for special consideration is only completed and submitted where the online system does not accept applications for a particular qualification.

- For groups of candidates, applications are made online where the awarding body's secure system accepts group applications or form 10 will be completed.
- The paper form 14 JCQ/ME *Self certification for candidates who have missed an examination* is only completed by a candidate where circumstances warrant this and is not used where the centre knows the candidate was ill.

Internally assessed work

- Where appropriate, applications are made online where the awarding body's secure system accepts them or form 10 is completed and submitted.
- Where a short extension to a deadline is being requested an application is submitted online or by direct email, dependent on the awarding body.
- Where an application relates to a shortfall in work, this is submitted online or by completing form 10, dependent on the awarding body.
- Where an application relates to lost or damaged work, this is submitted online or by completing form 15 JCQ/LCW *Notification of lost centre assessed work*, dependent on the awarding body.

Appendix 8: Absent Candidates and Late Arrivals Policy

Procedure for dealing with candidates who fail to appear for the start of an examination

The procedure for managing occurrences where a candidate fails to appear for the start of an examination is as follows:

- The Invigilator should inform Reception without delay. Reception should be instructed to contact the candidate straight away.
- Assuming that the candidate says that he or she wishes to take the paper then the candidate should be instructed by Reception to surrender immediately his or her mobile phone to a responsible adult (e.g. a parent) immediately upon taking the call.
- The parent/carer should be advised to keep the candidate under supervision at all times. They may be required to sign an appropriate statement to confirm the supervision arrangements that were put in place if the candidate arrives very late (more than one hour, or after the Key Time for CAIE) to the examination. For Cambridge examinations Preparation Form 7 is used for this purpose.
- An unaccompanied candidate should be told to make his or her way to School as quickly as possible.
- If the candidate arrives within one hour of the published start time for the paper and for Cambridge examinations before the Key Time, then she/he will be able to take all of the allotted time and his or her finish time will be adjusted accordingly. In cases where the candidate is less than one hour late to an examination or arrives before the Key Time (CAIE) the awarding body does not need to be informed.
- A candidate is considered to be very late if they arrive more than one hour after the published starting time for an examination or after the Key Time for Cambridge examinations. For examinations that last less than one hour candidates will be considered very late if they arrive after the published finishing time for the examination.
- In cases of Very Late Arrivals (VLA) the decision as to whether to admit the candidate rests with the School. The Deputy Head (Academic) will make this decision based on the particular circumstances of the VLA. If the candidate is allowed to take the examination, then he or she must be warned that the Examining Body may not accept his or her work. For Cambridge examinations the invigilator should annotate the answer script to indicate any work completed after the official finishing time.
- The Examinations Officer will complete relevant JCQ/VLA documentation, or for CAIE Examination Day – Form 3, at the conclusion of the affair and will forward it to the relevant Awarding Body via JCQ's Centre Admin Portal (CAP).

- The information required by the awarding body/CAP comprises:
 1. The reason the candidate arrived late; including any details of special arrangements made for the candidate to reach the centre
 2. The actual starting and finishing times of the examination
 3. The time the candidate started the examination
 4. The time the candidate finished the examination
 5. A statement on whether security may have been broken due to the candidate arriving late, including information about the extent to which the candidate was under supervision from the actual starting time of the examination
- If the extending of an examination finish time means that there are additional invigilation requirements, then the Deputy Head (Academic) will provide extra cover as required.
- Similarly, if a late running examination creates other timetabling difficulties, then the Deputy Head (Academic) will work with the Examinations Officer to resolve them satisfactorily, ensuring that JCQ guidelines are adhered to at all times.
- If the candidate is too ill to take the examination at all, then the invigilator will enter the candidate as Absent upon the official Attendance Register. The Deputy Head (Academic) will be informed and he will advise the candidate and/or his or her parents as to the implications of the absence. In such instances, it may be necessary to seek advice from the Examining Body. The School will process all subsequent requests for any Special Considerations that may be applicable.

The following advice concerning VLAs is given in ICE:

When deciding whether to accept any of the work done by a candidate who arrives very late, the awarding body will pay particular attention to how far it can be sure that the security of the examination has been maintained.

Given that candidates may have left the examination room one hour after the awarding body's published start time, the awarding body is unlikely to be able to accept the work of very late candidates unless they have been supervised.

The above procedure also forms part of the Examination Contingency Plan : Examinations Policy Appendix 1.

Appendix 9: Evacuation Policy

The following policies and procedures compliment the School's Emergency Evacuation and Stay Put policy and are to be applied in circumstances arising during the conduct of public examinations:

1. Procedure in the event of a fire alarm or if the School receives a bomb threat

- Candidates should be instructed to stop writing immediately, but to maintain silence. Scripts and papers should be left on the desk and the Invigilator should note the time of the interruption.
- Candidates using laptop computers must be instructed to save their work.
- Candidates should be led in absolute silence to the fire assembly point. In the event of a bomb threat the assembly point is to be no less than 500m from the Examination Room. For all examinations taking place in the Sports Hall/LH Site this is the far end of the Sports Field. For examinations taking place in Roberts Hall/Main House/New School this is the Car Park near the Café closest to Roehampton Gate in Richmond Park. If possible, the Examination Room should be locked, but the process of locking must be delay inordinately the safe evacuation of the space. In terms of the Fire Assembly points, in case of the Sports Hall/LH Site, this is on the space immediately outside of the foyer, where the minibuses usually park. In the case of Roberts Hall, this is the hard court area immediately outside. In the case of the Ballroom and M6, it is the Terrace. In the case of C11-14 it is the drive.
- Invigilators must instruct candidates not to talk to one another, or to any other person, during the entire evacuation and assembly process. The candidates should be kept as a discrete group separate from other bodies of pupils while they wait for the "all clear". Invigilators must police the group with extreme vigilance so as to ensure that this instruction is obeyed. Any transgression must be treated as Suspected Malpractice (see below).
- The assistance of the Examinations Officer and/or Deputy Head (Academic) should be sought as soon as possible after the evacuation. Consideration should be given to the continuation of the examination in a different venue if it seems that the evacuation is likely to be a lengthy affair. There will need to be liaison with the Head of Centre if this proves the case.
- Once the "all clear" is sounded, candidates should be re-introduced to the examination room, still in silence. The Invigilator should note the time and recommence the paper, adding the "lost time" to a revised finish time.
- After the examination, the Examinations Officer will complete and send the relevant JCQ documentation to report the incident
- If the extending of an examination finish time means that there are additional invigilation requirements then the Deputy Head (Academic) will provide additional cover as required.
- If the period of time during which the evacuation becomes protracted, the procedure set out below, "What if an evacuation becomes protracted?" will obtain.

2. Procedure for when an evacuation becomes protracted

- If, after a fire alarm/bomb threat etc., it becomes clear that candidates are not going to be able to re-enter the examination room for some time, then the Deputy Head (Academic), in concert with the Examinations Officer and other senior colleagues, will make a decision about whether to send the candidates home.
- Prior to making this decision, the Deputy Head (Academic) will seek to make telephone contact with the relevant Awarding Body so as to solicit its advice and guidance.
- If the awarding body is unavailable, then the Deputy Head (Academic) will consider the following factors in making the decision:
 - Information relating to the likely time at which the examination room will become re-usable
 - The amount of time left in the examination, and the time which had expired after the start of the examination when the evacuation began
 - The time at which the next session is due to start
 - Whether continuing the examination will take candidates over the 3-hour session limit laid down by JCQ (including access arrangement candidates)
- If a decision to terminate an examination is made, then care will be taken so as to ensure that the regulations relating to the integrity of the examination are maintained. Moreover, the Examination Officer will contact the relevant Examining Body at the earlier opportunity so as to advise them on our action and to seek guidance on the next steps. Conversely, if a decision is made to continue an examination after a long hiatus, then it must only be made if we can be certain that there has been no communication between the candidates.
- Care will be taken to ensure the security of scripts during the period of evacuation and, in the case of the abandonment of an examination, then the scripts will be kept securely prior to their dispatch to the relevant Examining Body.

The above procedure also forms part of the Examination Contingency Plan: Examinations Policy Appendix 1.