



HIGHFIELDS SCHOOL

EXAMINATIONS POLICIES 2023 - 2024

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Access Arrangements Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	09/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
ALS lead/SENDCo	Phil Rose
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that access arrangements process at Highfields School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and AA refer to the JCQ publications **General Regulations for Approved Centres, Instructions for conducting examinations** and **Access Arrangements and Reasonable Adjustments**.

References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

Introduction

Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

Purpose of the policy

The purpose of this policy is to confirm that Highfields School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4)

1. General principles

The principles for Highfields School to consider include:

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

maintained, whilst at the same time providing access to assessments for a disabled candidate (AA 4.2)

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4.2)
- Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2)
- Arrangements must always be approved before an examination or assessment (AA 4.2)
- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments before their first examination (AA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in Equalities Policy (Exams).

2. The assessment process

At Highfields School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)

Details and qualification(s) of the current assessor(s)

- Lesley Taylor
Cert of Psychometric Testing Assessment and Access Arrangements CPT3A

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed at Highfields School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7.3)
- A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file (AA 7.3, 7.4)

Additional information:

Not applicable

Reporting the appointment of the assessor(s)

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4)

When requested, the evidence will be presented to the JCQ Centre Inspector by Wayne Harrison.

- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within **Access arrangements online**. (AA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by AA must be entered into **Access arrangements online** to confirm their status (AA 7.4)

Process for the assessment of a candidate's learning difficulties by an assessor

Highfields School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AA 7.5)
- The assessor must carry out tests which are relevant to support the application (AA 7.5)
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements (AA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA 7.3)

Additional information:

Not applicable

Picture of need/normal way of working

Highfields School confirms:

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5)

Additional information:

Not applicable

3. Processing access arrangements and adjustments Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ publication Access Arrangements and Reasonable Adjustments.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by The SENDCo. Appropriate evidence, where required by the arrangement, is held on file by The SENDCo.

- The use of a word processor

The Word Processor Policy details the criteria Highfields School specifically uses to award and allocate word processors for examinations and assessments.

- Alternative rooming arrangements

The Alternative rooming arrangements Policy details the criteria Highfields School uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation).

Additional information:

Not applicable

Modified papers

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Modified papers are individually prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (AA 6.1)

Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)

It is the responsibility of:

- The SENDCo to collect a candidate's consent (a completed candidate Personal data consent form) to record their personal data on-line through AAO
- Lead HLTA to complete the Data protection confirmation by the examinations officer or SENDCo, prior to the processing of the online application
- The SENDCo to submit applications for approval using AAO
- The SENDCo to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form; a completed Data protection confirmation by the examinations officer or SENDCo form; a copy of the candidate's approved application; appropriate evidence of need (where required); evidence of the assessor's qualification (where required) (AA 8.6)
- The SENDCo to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO

- The Exam Officer to order modified papers

Additional responsibilities:

Not applicable

Access to Scripts, Reviews of Results and Appeals Procedures

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

These procedures are reviewed and updated annually to ensure that Highfields School deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in accordance with current requirements and regulations.

Reference in these procedures to GR and PRS refer to the JCQ publications **General Regulations for Approved Centres** and **Post-Results Services**.

Introduction

Following the issue of results, awarding bodies make post-results services available.

The JCQ post-results services currently available are detailed below.

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate

Appeals:

- The appeals process is available after receiving the outcome of a review of results

Purpose of the procedures

The purpose of these procedures is to confirm how Highfields School deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations (GR 5.13).

Details of these procedures are made widely available and accessible to all candidates by the head of year via assembly, and directions to the school website where all information is available.

The arrangements for post-results services

- Candidates must be made aware of the arrangements for post-results services prior to the issue of results (GR 5.13)
- A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (PRS 4.3)
- The appeals process is available after receiving the outcome of a review of results (PRS 5.1)

At Highfields School:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking (GR 5.13, PRS 4.1)

Candidates are made aware/informed by the head of year via assembly, and directions to the school website where all information is available.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged

(where applicable) are provided by the head of year via the school website and during assembly.

Dealing with requests

- All post-results service requests from internal candidates must be made through the centre (GR 5.13)

At Highfields School the process to request a service is via a forms survey which can only be accessed via the students school office 365 account

Candidate consent

- Candidates must provide their written consent for clerical re-checks, reviews of marking and access to scripts services offered by the awarding bodies after the publication of examination results (GR 5.13)

Highfields School will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking or an access to scripts service is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)
- Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS 6.2)

Submitting requests

Highfields School will:

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ publication **Post-results services** (GR 5.13)
- Submit requests for appeals in accordance with the JCQ publication **A guide to the awarding bodies' appeals processes** (GR 5.13)
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online (PRS 4.5)

Dealing with outcomes

Highfields School will:

- Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13)

Candidates will be notified by being emailed a copy of the outcome notification from the awarding body.

Additional centre-specific actions:

not applicable

Managing disputes

At Highfields School any dispute/disagreement will be managed in accordance with the internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal..

Alternative Rooming Arrangements Policy (Exams)

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
ALS lead/SENDCo	Phil Rose
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that alternative rooming arrangements at Highfields School are awarded and managed in accordance with current requirements and regulations.

References in this policy to AA and ICE refer to the JCQ publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

(Formerly known as separate invigilation) Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their examinations in a smaller environment away from the main examination room.

Purpose of the policy

The purpose of this policy is to confirm the criteria when these arrangements may be considered and granted for a candidate at Highfields School in compliance with the regulations.

1. Decisions on the awarding of the arrangement

At Highfields School, decisions on the awarding of the arrangement are made by: The SENDCo.

Decisions are based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect (AA 5.16)
- The candidate's normal way of working within the centre (AA 5.16)
- Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 4.2.1)
- Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.(AA 5.16)

Additional information:

Not applicable

2. Criteria for the awarding of the arrangement

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's **Access Arrangements and Reasonable Adjustments** publication (ICE 14.18)
- The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
- Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AA 5.16)
- Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

Additional information:

Not applicable

3. Other rooming arrangements

At Highfields School arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include:

Circumstances arising at the time of the exam including injury, anxiety or illness.

Candidate Absence Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that candidate absence from examinations at Highfields School is managed in accordance with current requirements and regulations.

References in this policy to ICE and SC refer to the JCQ publications **Instructions for conducting examinations** and **A guide to the special consideration process**.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at Highfields School.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point Highfields School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See

Candidate Late Arrival Policy)

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

1. Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if:

- The candidate is not present on the completion of the register once candidates are seated and have started the examination (ICE 22.5)

Once a candidate is identified as absent from an examination, the following action will be taken:

- The candidate will be contacted immediately as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival

If a candidate fails to sit an examination, the following action is taken:

- A confirmed candidate absence is clearly recorded on the attendance register which is sent to the examiner/marker
- The candidate absence is noted on the seating plan by crossing through the candidate details

2. Roles and Responsibilities

Overview

It is the responsibility of the following member(s) of staff to deal with candidate absence once it has been identified:

- The year 11 year team
The Sixth form year team
The year 10 year team

It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:

- Head of Year, who will refer to safeguarding if necessary.

The role of invigilators

Invigilators will:

- Be informed of the process for dealing with absent candidates through training
- Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

Additional responsibilities:

Not applicable

The role of candidates

Candidates will be:

- Re-charged any relevant entry fees for unauthorised absence from examinations

Additional responsibilities:

3. Special consideration

At Highfields School if a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's terminal grade by the awarding body, providing the following conditions are met:

- The examination is in the candidate's terminal exam series (SC 4.1)
- The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.3)
- The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team (SC 6)

It is the responsibility of the following member(s) of staff to deal with special consideration requests and applications:

- Donna Green Exams Officer

Candidate Identification Procedure

Centre Name	Highfields School
Centre Number	20932
Date policy first created	10/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the procedure

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This procedure is reviewed and updated annually to ensure that procedures to verify the identity of all candidates that are entered for examinations or assessments at Highfields School are managed in accordance with current requirements and regulations.

References in this procedure to GR and ICE refer to the JCQ publications **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the procedure

The purpose of this procedure is to confirm that Highfields School:

- verifies the identity of all students that it enters for examinations or assessments (GR 5.6)
- has processes in place to be satisfied that that all candidate identities have been checked (GR 5.6)
- has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)

1. Process to check candidate identity

Internal candidates

The identity of students on roll at Highfields School is checked as part of the initial registration process. (GR 5.6)

The process is:

- Students details and information arrives from Primary schools for most admissions and the information is then checked with parents. Any additional admissions from outside the country have their identity checked by the admission team through Passports.

Private candidates

The identity of students (private candidates), not on roll at a centre but who may be accepted to take examinations, must be checked by a verification process which involves photo-ID. (GR 5.6)

At Highfields School:

- We check Passports/Driving licence of any private candidates prior to making any entries.

2. Procedures to verify candidate identity at the time of the examination/assessment

Invigilators are able to establish the identity of all candidates sitting examinations by following the arrangements in place to carry out adequate checks. (ICE 16.1)

The arrangements at Highfields School are:

- The pastoral team are present at the start of each examination to verify the identity of each internal student, name cards are also on each desk.

The following measures are also in place:

- A private/external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence (ICE 16.2)
- Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.3)
- Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.4)

3. Roles and Responsibilities

The role of the exams office/officer

- Through training, ensure invigilators are aware of the procedures for verifying the identity of all candidates at the time of the examination or assessment (ICE 16.1)
- Prior to the examination, inform a private/external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence. (ICE 16.2)
- Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.3)
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the access arrangement(s) awarded (ICE 16.4)

Additional responsibilities:

Not applicable

Candidate Late Arrival Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	10/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that candidates who arrive late to examinations at Highfields School are managed in accordance with current requirements and regulations.

References in this policy to GR and ICE refer to the JCQ publications **General Regulations for Approved Centres** and **Instructions for conducting examinations**.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at Highfields School.

A candidate will be considered late if they arrive:

- after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination (ICE 21.1)

A candidate will be considered very late if they arrive:

- more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination (ICE 21.3)
- after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

This policy confirms that Highfields School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms:

- the correct procedures are followed when dealing with a candidate who arrives late to an examination
- appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

1. Candidates who arrive late

The following procedures are applied at Highfields School in relation to candidates who arrive late to examinations:

- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)
- A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)
- A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination (ICE 21.1) **will** be permitted by the centre to sit the examination
- A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and **will** be permitted by the centre to sit the examination
- A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)

- A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier. The awarding body will be informed of the situation and will decide whether or not to accept the script (ICE 21.5)
- In all cases the centre will submit a declaration for the very late arrival of a candidate for examinations, in accordance with the current JCQ publication **Instructions for conducting examinations** (GR 5.9)

Other centre specific procedures:

Not applicable

2. Roles and Responsibilities

The role of the exams office/officer

- Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training
- Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late
- Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)
- Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)
- Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:
 - the time the candidate came under centre staff supervision
 - the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
 - the actual starting and finishing times of the examination
 - the time the candidate started the examination
 - the time the candidate finished the examination
 - any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the exam (ICE 21.4)

Additional responsibilities:

Not applicable

The role of invigilators

- Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates
- Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late
- Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

Additional responsibilities:

Not applicable

Certificate Issue Procedure and Retention Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the procedure/policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This procedure/policy is reviewed and updated annually to ensure that certificates at Highfields School are managed in accordance with current requirements and regulations.

Reference in the procedure/policy to **GR** relates to relevant sections of the current JCQ publication **General Regulations for Approved Centres**.

Introduction

Certificates are provided by awarding bodies after examination results have been confirmed. Certificates always remain the property of the awarding bodies.

Purpose of the procedure/policy

The purpose of this procedure/policy is to confirm how Highfields School issues examination certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

Issue of certificates

Highfields School will:

- obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates (GR 5.14)
- distribute certificates to all candidates without delay and regardless of any disputes (GR 5.14)
- not withhold any certificate without prior permission from the relevant awarding body which will only be given in very exceptional circumstances (GR 5.14)
- keep a record of the certificates that are issued (GR 5.14)
- return any certificates requested by the awarding bodies as certificates always remain the property of the awarding bodies (GR 5.14)

The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by Donna Green (Exams Officer).

Arrangements for the issue of certificates

Candidates are given set times in which they are able to come and collect their certificates from school. Upon collection candidates are advised to check the details on the certificates and are then required to sign to say the certificate have been collected.

Candidates are informed of the arrangements for the issue of certificates as follows:

- An email is sent with dates and times for collection to the contacts held on the MIS system.

Where unable to claim/collect certificates under the normal arrangements

Certificates are kept for 3 years post results therefore, candidates can come into reception to collect certificates.

Record of issued certificates

A log of candidate names is kept which candidates are required to sign and date next to their name upon collection of the certificates.

Additional information:

Not applicable

Retention of certificates

Highfields School will:

- retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue (GR 5.14)

- destroy any unclaimed certificates after retaining them for a minimum of 12 months (GR 5.14)
- destroy certificates in a confidential manner or may return them to the respective awarding body (GR 5.14)
- retain a record of certificates that have been destroyed for four years from their date of destruction (GR 5.14)
- (where applicable) inform candidates that some awarding bodies do not offer a replacement certificate service and in such circumstances the awarding body will issue a Certifying Statement of Results which will provide an accurate and complete record of results for all qualifications covered by the original certificate (GR 5.14)

The retention of unclaimed or uncollected certificates is managed by Donna Green (Exams Officer).

Retention policy

Certificates are kept secure for 3 years post results. At which point unclaimed certificates are shredded and a log of certificates which have been destroyed is kept for 4 years

Additional information:

Not applicable

Conflicts of Interest Policy (Exams)

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that conflicts of interest at Highfields School are managed in accordance with current requirements and regulations.

Reference in the policy to **GR** relates to relevant sections of the current JCQ publication **General Regulations for Approved Centres**.

Introduction

It is the responsibility of the head of centre to ensure that Highfields School has a written conflicts of interest policy in place available for inspection. This policy confirms that Highfields School:

- Manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:
 - any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units **and** maintains clear records of **all instances** where:
 - exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
 - centre staff are taking qualifications at their own centre which do not include internally assessed components/units
 - centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the policy

The purpose of this policy is to confirm how Highfields School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect any declarations from All centre staff to identify any potential conflict of interest.

Declaration process

A Microsoft forms quiz is sent to all centre staff to complete regardless of if they are involved in a conflict or not.

Managing conflicts of interest

The log from the Microsoft form quiz is used to identify any potential conflict of interest which are then

declared to the exam boards where necessary. The log is kept until the review of post results has past. Any conflict of interest is dealt with on a case by case basis depending on the conflict.

Additional information:

Not applicable

Roles and responsibilities

The role of the head of centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre

Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials

Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

The role of the exams office/officer

- Ensure the process for collecting declarations of interest is undertaken
- Identify and follow the awarding body's administrative process for submitting details of members of staff who are:
 - Taking qualifications which include internally assessed components/units at their own centre
 - Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units (GR 5.3)
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)

Emergency Evacuation Policy (Exams)

Centre Name	Highfields School
Centre Number	20932
Date policy first created	09/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
ALS lead/SENCo	Phil Rose
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that emergency evacuation from examination rooms at Highfields School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

Introduction

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

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

- As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so, particularly where there is concern about the security of the examination(s) (ICE 25.6)
- Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice (ICE 25.6)

Purpose of the policy

The purpose of this policy is to confirm the arrangements at Highfields School for dealing with an emergency evacuation of an examination room by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This policy ensures compliance with JCQ regulations (ICE 25.2) which state that centres must have a written policy for dealing with emergency evacuation of the examination room which will be subject to inspection by the JCQ Centre Inspection Service.

1. Emergency evacuation procedure

Actions taken in the event of an emergency evacuation of the examination room

At Highfields School, the following actions (in accordance with ICE 25.3) are taken if an examination room has to be evacuated:

- Candidates are instructed to stop writing
- The attendance register is collected (in order to ensure all candidates are present)
- The examination room is evacuated in line with the instructions given by the appropriate authority
- Candidates are advised to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)
- Candidates are instructed to leave the room in silence
- Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
- The time of the interruption is noted and how long it lasted
- Candidates are allowed the remainder of the working time set for the examination once it resumes
- If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination
- A full report is made of the incident and of the actions taken, and sent to the relevant awarding body

Additional actions taken:

- In the event of a fire alarm, invigilators are trained to , await confirmation from a senior leader/fire marshal that the room should be evacuated
- remain calm at all times

Evacuate using the nearest fire exit, smaller venues make your way to the MUGA situated at the rear of the building, main venue will make their way to the front of the building.

Remain with your students and await instructions from the Exam Officer or Senior Leader, Return to the room when advised to do so and allow students time to settle but advise they are still under exam conditions

- When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so
- Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)
- Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see
- Invigilators are trained to record as much detail on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to this duty at all times) and to ensure the exams officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies
- Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's examination contingency plan will be invoked and invigilators/candidates briefed accordingly at the time

2. Roles and Responsibilities

The role of the head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)
- Ensures any breach of question paper security or malpractice is reported to the awarding body **immediately** (ICE 25.5)

Other responsibilities:

Not applicable

The role of the senior leader

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

The role of the Additional learning support (ALS) lead/Special educational needs coordinator (SENCo)

- Ensure that appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the candidate
- Ensure that the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation

Other responsibilities:

Not applicable

The role of the exams office/officer

- Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room
- Provide invigilators with a copy of the emergency evacuation procedure in every exam room
- Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provide an exam room incident log in every examination room
- Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

Other responsibilities:

not applicable

The role of invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room
- Follow the actions required in the emergency evacuation procedure issued to them for every examination room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Recording details

As soon as practically possible and safe to do so, the following details will be recorded (see **Roles and Responsibilities** for the members of staff who will record these details):

- The actual time of the start of the interruption
- The actions taken
- The actual time the exam(s) resumed
- The actual finishing time(s) of the resumed exam(s)

Further details which may also be recorded include:

- A report on candidate behaviour throughout the interruption/evacuation
- A judgement on the impact on candidates after the interruption/evacuation

Escalation Process

Centre Name	Highfields School
Centre Number	20932
Date process first created	18/10/2023
Current process approved by	Wayne Harrison
Current process reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the process

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

Reference in the process to **GR** relates to relevant sections of the current JCQ publication **General Regulations for Approved Centres**.

Introduction

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Highfields School has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent (GR 5.3).

This process also supports Highfields School being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments. (GR 5.3)

Purpose of the process

The purpose of the process is to confirm where responsibility will be escalated to ensure continued compliance with JCQ regulations.

Before examinations/assessments

Planning

Responsibility for ensuring compliance will be escalated to Anthony Cheetham.

Main areas of compliance relate to:

The agreement between the centre and awarding bodies (GR 3)

- Third party agreements
- Centre status
- Confidentiality
- Retention of candidates' work
- Communication

The responsibility of the centre (GR 5): Centre management

- Recruitment, selection, training and support
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
- Policies available for inspection

Personal data, freedom of information and copyright (GR 6)

Reference information:

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

referenced:

General Regulations for Approved Centres

- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Additional JCQ publications for reference:

- JCQ Centre Inspection Service Changes

Centre-specific reference information:

Not applicable

Entries and Pre-exams

Responsibility for ensuring compliance will be escalated to Anthony Cheetham.

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Candidate information

Reference information:

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

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Additional JCQ publications for reference:

- Key dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variatio

- Guidance Notes – Centre Consortium Arrangements
- Information for candidates documents
- Exam Room Posters

Centre-specific reference information:

Not applicable

During examinations/assessments

Exam time

Responsibility for ensuring compliance will be escalated to Anthony Cheetham.

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Main areas of compliance relate to:

The agreement between the centre and the awarding bodies (GR 3)

- Retention of candidates' work

The responsibility of the centre (GR 5)

- Conducting examinations and assessments
- Malpractice

Reference information:

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

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Additional JCQ publications for reference:

- Guidance Notes – Very Late Arrival

Centre-specific reference information:

Not applicable

After examinations/assessments

Results and Post-Results

As a contingency to enable the prompt handling of urgent issues only, the centre responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. The head of centre will

ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself (GR 5.3)

Responsibility for ensuring compliance will be escalated to Anthony Cheetham.

Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Results
- Post-results services and appeals
- Certificates

Reference information:

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

- General Regulations for Approved Centres (section 5)

Additional JCQ publications for reference:

- JCQ Release of results notice
- JCQ Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

Centre-specific reference information:

Not applicable

Exam Contingency Plan

Centre Name	Highfields School
Centre Number	20932
Date plan first created	10/10/2023
Current plan approved by	Wayne Harrison
Current plan reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
ALS lead/SENCo	Phil Rose
Other staff (if applicable)	Wayne Harrison

This plan is reviewed and updated annually to ensure that exam contingency planning at Highfields School is managed in accordance with current requirements and regulations.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process at Highfields School.

Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2023).

This plan details how Highfields School complies with the JCQ's **General Regulations for Approved Centres** (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

Operating across more than one centre

Not applicable

National Centre Number Register and other information requirements

The head of centre will also ensure that as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself. (GR 5.3)

Possible causes of disruption to the exam process

1. Exams officer extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of post-results services

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

The Exams Manager is part of a team of 4 people led by a member of SLT. All members of the team have attended a planned training programme to ensure that the absence of the Exam Manager and or Exams Officer is covered by those in the team and members of SLT.

2. ALS lead/SENCo extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

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

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place

- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

The absence of the SENCO would be covered by the Lead HLTA who is currently a well-established and very experienced member of the SEN team who has assisted the SENCo since 2017. Support would also be from Wayne Harrison IMS Manager who is experienced and has worked along side the SEN staff with Access Arrangement since 2012.

3. Teaching staff extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

The extended absence of any teaching staff will be managed by the Head of Department/ Second in Department or line manager/ SLT . Should this cause any of the above tasks not to be undertaken SLT will formulate a plan to rectify the situation.

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

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

The School has a list of pre-approved invigilators that is used. This would be used in the event of the absence of an invigilator. In the event of the unavailability of any external invigilators, members of staff and SLT would be used.

5. Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Other criteria:

no other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

Alternative venue details: Pennfields School could be used, the exam would be moved to a later time with the students being kept under isolated conditions to retain the integrity of the exam otherwise.

- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details: Candidates and parents will be informed via email/text message and push notification through our school communication app. Notices will also be put up around the entrance to school.

- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

no other actions identified

6. Cyber-attack

Criteria for implementation of the plan

- Where a cyber-attack may compromise any aspect of delivery

Other criteria:

Liaise with network support in School. Contact exam board for advice and use IT facilities at Pennfields School if possible.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

To be confirmed

7. Failure of IT systems

Criteria for implementation of the plan

- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time

Other criteria:

No other actions identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Liaise with network support in School. Contact exam board for advice and use IT facilities at Pennfields School if possible

8. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

- Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre

- emergency evacuation procedure' (or its (exams) lockdown policy)
- contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other criteria identified

9. Disruption of teaching time in the weeks before an exam - centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning

Communication details: Candidates and parents will be informed via email/text message and push notification through our school communication app.

- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

No other actions identified

10. Candidates may not be able to take examinations - centre remains open

Criteria for implementation of the plan

- Candidates may not be able to attend the examination centre to take examinations as normal

Other criteria:

Not other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details: Candidates and parents will be informed via email/text message and push notification through our school communication app.

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified

11. Centre may not be able to open as normal during the examination period

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

- Centre may not be able to open as normal for scheduled examinations

Other criteria:

No other actions identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).)
- contact the relevant awarding body as soon as possible and follow its instructions

- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Alternative venue details: To be confirmed

Communication details: Candidates and parents will be informed via email/text message and push notification through our school communication app.

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Other criteria:

No other actions identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Other centre actions:

No other criteria identified

13. Disruption to transporting completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ **Instructions for conducting examinations**
- ensure the secure storage of completed examination scripts until collection

Other centre actions:

No other criteria identified

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

Other centre actions:

No other criteria identified

15. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post-results services from an alternative venue

Alternative venue details: This can be done remotely from any venue with internet access

- make arrangements to make post-results requests at an alternative location
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services

Communication details: Candidates and parents will be informed via email/text message and push notification through our school communication app.

Other centre actions:

No other actions identified

16. Any other cause of disruption to the exam process

Cause of disruption

No other actions identified

Centre actions to mitigate the impact of the disruption listed above

Not applicable

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

- [Cyber Security Standards in schools and colleges](#)
- [Cyber crime and cyber security: a guide for education providers](#)
- [DfE Cyber Security Guidance - March 2023](#)

Ofqual

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 5 October 2023) www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

"This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

You may also wish to see the [JCO's notice to centres on exam contingency plans](#) and [JCO's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Exam planning

Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

Steps the awarding organisation should take

Exam planning

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

Consider any requests for special consideration for affected students; for example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.

See also [JCQ's guidance on special consideration](#)

Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [DfE in England](#), the [DfE in Northern Ireland](#), and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption, and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service \(UCAS\)](#) and the [Central Applications Office \(CAO\)](#) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread national disruption to the taking of examinations or assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its [guidance on handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

We will update this page as necessary, with any further relevant links, should national disruption occur.

General contingency guidance

- [emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England

- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre"

JCQ

JCQ guidance taken directly from [Instructions for conducting examinations 2023-2024](#) section 15,

Contingency planning

"15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2024. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

The designation of 'contingency sessions' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event that there is national disruption to a day of examinations in summer 2024, the awarding bodies will liaise

with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course."

Links to other JCQ documentation

[JCQ Joint Contingency Plan](#)

[JCQ Preparing for disruption to examinations](#)

[JCQ Notice to Centres - exam contingency plan](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

[A guide to the special consideration process](#)

GOV.UK

[Emergency planning and response: Exam and assessment disruption](#)

[Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning](#)

Wales

[School closures: examinations](#)

[Opening schools in extremely bad weather and extreme hot weather](#)

Northern Ireland

[Exceptional closure days](#)

[Checklist - exceptional closure of schools](#)

National Cyber Security Centre

The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

- [Further ransomware attacks on UK education by cyber criminals](#)
- [Ransomware advice and guidance for your IT teams to implement](#)
- [Offline backups in an online world](#)
- [Backing up your data](#)
- [Practical resources to help schools improve their cyber security](#)
- [Building Resilience: Ransomware, the risk to schools and ways to prevent it](#)
- [School staff offered training to help shore up cyber defences](#)

Exams Archiving Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
ALS lead/SENCo	Phil Rose
IT manager	Nick Jevon
Finance manager	Debbie Turner
Head(s) of department	Not applicable
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that records are archived/retained in accordance with current requirements.

References in this policy to GR, ICE, SC and PRS refer to the JCQ publications **General Regulations for Approved Centres**, **Instructions for conducting examinations**, **A guide to the special consideration process** and **Post-Results Services**.

Purpose of the policy

The purpose of this policy is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management policy/data retention policy

Where a particular record or information type is not held in, or not applicable to Highfields School, this is indicated.

1. Access arrangements information

Record(s) description

From 2021 Electronic copies of the relevant documents are now kept on our Office 365 Site and accessible by the SENCo, Lead HLTA and the Exam Office staff.

Retention information/period

Records returned to ALS lead/SENCo as records owner at end of the candidate's final exam series, these are kept for 12 months in case they are required by a future establishment.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

2. Alternative site arrangements

Record(s) description

Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.

Retention information/period

12 months from the date of the last examination at an alternative site

Action at the end of retention period (method of disposal)

Confidential waste/shredding

3. Attendance register copies

Record(s) description

Attendance registers (Carbon Copies)

Retention information/period

Records are kept in accordance with the requirements of ICE, sections 12, 22 (...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

4. Awarding body exams administration information

Record(s) description

Any hard copy publications provided by awarding bodies.

Retention information/period

End of EAR period for the relevant exam series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

5. Candidates' scripts

Record(s) description

Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.
Any electronic copies of candidates' scripts who have used a word processor.

Retention information/period

Records are kept in accordance with the requirements of PRS, section 6 (To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts. Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are disposed of in a confidential manner.) and GR, section 3.15 (... ensure that when scripts that have been returned under access to scripts arrangements are no longer required, they are disposed of in a confidential manner, but no earlier than the dates specified by the awarding bodies

Action at the end of retention period (method of disposal)

Confidential waste/shredding

6. Candidates' work

Record(s) description

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.

Retention information/period

Records logged on return to the centre and immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) in accordance with the requirements of GR, section 3.15 (...store safely and securely all non-examination assessments, including controlled assessments, coursework or portfolios, retained in, or returned to, the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically...).

Action at the end of retention period (method of disposal)

Returned to candidates or safe disposal or if not possible confidential waste/shredding

7. Centre consortium arrangements for centre assessed work

Record(s) description

Any hard copy information generated or relating to consortium arrangements for centre assessed work.
Applications submitted online via CAP.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results

or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

8. Certificates

Record(s) description

Candidate certificates issued by awarding bodies.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14 , we retain certificates for 3 years after the candidate has left our school

Action at the end of retention period (method of disposal)

Confidential waste/shredding

9. Certificate destruction information

Record(s) description

A record of unclaimed certificates that have been destroyed.

Retention information/period

We destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. A record of certificates that have been destroyed should be retained for four years from their date of destruction.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

10. Certificate issue information

Record(s) description

A record of certificates that have been issued.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.14.

We distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates are not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record is kept of the certificates that are issued.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

11. Confidential materials: initial point of delivery logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results

or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

12. Confidential materials: receipt, secure movement and secure storage logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

13. Conflicts of interest records

Record(s) description

Records demonstrating the management of Conflicts of Interest.

Retention information/period

Records retained in accordance with the requirements of GR, section 5.3 (...The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.).

Action at the end of retention period (method of disposal)

Confidential waste/shredding

14. Dispatch logs

Record(s) description

Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

15. Entry information

Record(s) description

Any hard copy information relating to candidates' entries.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

16. Exam question papers

Record(s) description

Question papers for timetabled written exams.

Retention information/period

Records retained in accordance with the requirements of GR, section 6.12 (...For confidentiality purposes question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations...)

Action at the end of retention period (method of disposal)

Passed to Heads of Department or confidential waste/shredding

17. Exam room checklists

Record(s) description

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

18. Exam room incident logs

Record(s) description

Logs recording any incidents or irregularities in exam rooms for each exam session.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

19. Exam stationery

Record(s) description

Awarding body exam stationery provided solely for the purpose of external exams.

Retention information/period

Records retained in accordance with the requirements of ICE, section 30 - Return unused stationery to the secure storage facility or secure room until needed for a future examination. Surplus stationery is not used for internal school tests, mock examinations and non-examination assessments. We will destroy confidentially any out-of-date stationery.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

20. Examiner reports**Record(s) description**

Examiner Reports

Retention information/period

Records immediately provided to head of department as records owner.

Action at the end of retention period (method of disposal)

N/A

21. Finance information**Record(s) description**

Copy invoices for exams-related fees.

Retention information/period

Records returned to Finance department as records owner as soon as they are checked and signed by Senior Exam Staff

Action at the end of retention period (method of disposal)

Confidential waste/shredding

22. Handling secure electronic materials logs**Record(s) description**

NEA tasks that are downloadable from NCFE portal and interchange for applied qualifications.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series.

Action at the end of retention period (method of disposal)

Deletion if required

23. Invigilation arrangements**Record(s) description**

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

24. Invigilator and facilitator training records

Record(s) description

Invigilator and facilitator training records

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.).

Action at the end of retention period (method of disposal)

Confidential waste/shredding

25. Moderator reports

Record(s) description

Moderator reports

Retention information/period

Records immediately provided to head of department as records owner.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

26. Moderation return logs

Record(s) description

Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

27. Overnight supervision information

Record(s) description

The JCQ Overnight Supervision form is completed online using CAP. The JCQ Overnight Supervision Declaration form is downloaded from CAP for signing by the candidate, the supervisor and the head of centre

Retention information/period

Records retained in accordance with the requirements of ICE, section 8 (...keep all completed forms available

for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested...).

Action at the end of retention period (method of disposal)

Confidential waste/shredding

28. Post-results services: confirmation of candidate consent information

Record(s) description

Hard copy or email record of required candidate consent.

Retention information/period

Records retained in accordance with the requirements of PRS, section 4, appendices A, B (Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation. This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal. This form should be retained on the centre's files for at least six months.).

Action at the end of retention period (method of disposal)

Confidential waste/shredding

29. Post-results services: request/outcome information

Record(s) description

Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

30. Post-results services: tracking logs

Record(s) description

Logs tracking to resolution all post-results service requests submitted to awarding bodies.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

31. Private candidate information

Record(s) description

Any hard copy information relating to private candidates' entries.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

32. Proof of postage - candidates' work

Record(s) description

Proof of postage/dispatch of candidates' scripts to awarding body examiners/markers. Proof of postage/dispatch of sample of candidates' work submitted to awarding body moderators.

Retention information/period

Records (proof of postage/dispatch of candidates' scripts to awarding body examiners/markers) retained in accordance with the requirements of ICE, section 29

Action at the end of retention period (method of disposal)

Confidential waste/shredding

33. Resolving timetable clashes

Record(s) description

Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

34. Results information

Record(s) description

Broadsheets of results summarising candidate final grades by subject by exam series.

Retention information/period

Records for current year plus previous 6 years retained as a minimum. All kept on the School MIS.

Action at the end of retention period (method of disposal)

Confidential waste/shredding

35. Seating plans

Record(s) description

Plans showing the seating arrangements of all candidates for every exam taken.

Retention information/period

Records retained in accordance with the requirements of ICE, section 12 (...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until

the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.).

Action at the end of retention period (method of disposal)

Confidential waste/shredding

36. Second pair of eyes check forms

Record(s) description

Second pair of eyes log

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

37. Special consideration information

Record(s) description

Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate and signed evidence produced by a senior leader in support of the application.

Retention information/period

Records retained in accordance with the requirements of SC, section 6 (All applications must be supported by signed evidence produced by a member of the senior leadership team. The centre must retain this evidence until after the publication of results.)

Action at the end of retention period (method of disposal)

Confidential waste/shredding

38. Suspected malpractice reports/outcomes

Record(s) description

Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

39. Transferred candidate arrangements

Record(s) description

Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results

or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

40. Very late arrival reports/outcomes

Record(s) description

Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.

Retention information/period

Exams-related information that is held in the centre is retained until after the deadline for reviews of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exams series

Action at the end of retention period (method of disposal)

Confidential waste/shredding

41a. Any other records/documentation/materials

Record(s) description

N/A

Retention information/period

N/A

Action at the end of retention period (method of disposal)

N/A

Food and Drink Policy (Exams)

Centre Name	Highfields School
Centre Number	20932
Date policy first created	10/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that food and drink in the examination room at Highfields School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

Purpose of the policy

This policy confirms that Highfields School reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

- the correct procedures are followed regarding food and drink in the examination room
- appropriate arrangements are in place for the management of food and drink in the examination room

1. Food and drink in the examination room

- Food and drink is allowed in the examination room at the discretion of the head of centre (ICE 18.2)
- Any food and drink brought into the examination room whether by the candidate or the centre must be free from packaging and all labels are removed from drink containers (ICE 18.2)
- To enable invigilators to check these items quickly and efficiently:

·
·
· food brought into the examination room by the candidate must be free of packaging and in a transparent container

·
·
· drink bottles must be transparent with all labels removed which would include transparent, reusable plastic bottles (ICE 18.2)

The following arrangements are applied at Highfields School:

drink is allowed in the examination room only where:

all labels are removed from drink containers and drink bottles are transparent

Additional centre-specific arrangements:

Not applicable

2. Roles and Responsibilities

The role of the exams office/officer

- Through briefings, ensure candidates are aware of the regulations, and centre-specific arrangements, relating to food and drink in the examination room
- Ensure invigilators are trained and aware of the regulations/centre-specific arrangements relating to food and drink in the examination room
- Escalate any issue or breach of centre-specific arrangements to the relevant senior leader for the application of internal sanction(s)
- Escalate any breach of JCQ regulations immediately to the head of centre (a breach of the regulations constitutes suspected or actual malpractice)

Additional responsibilities:

The role of the invigilator

- Be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Record what has happened and actions taken on the exam room incident log in relation to any breach of regulations/centre-specific arrangements regarding food and drink in the examination room

Additional responsibilities:

not applicable

The role of the head of centre

- Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3)

Additional responsibilities:

not applicable

Leaving the Examination Room Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	12/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that candidates leaving the examination room at Highfields School is managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

Purpose of the policy

The purpose of this policy is to confirm that candidates leaving the examination room at Highfields School is managed in line with JCQ regulations.

This policy confirms:

- the correct procedures are followed in relation to candidates leaving the examination room
- Highfields School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

1. Arrangements for leaving the examination room

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination. (ICE 23.1)
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (ICE 23.2)
- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.3)
- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room. (ICE 23.4)
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room. (ICE 23.5)

The following arrangements are applied at Highfields School:

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence. (ICE 23.3)
- Medical Emergency

Additional arrangements:

not applicable

2. Roles and responsibilities

The role of the exams office/officer

- Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded

The role of the invigilator

- Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3)
- Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)
- Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.4)
- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.5)

Lockdown Policy (Exams)

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that a lockdown during the conducting of examinations at Highfields School is managed in accordance with current requirements and regulations.

Introduction

A lockdown may be required in the following situations (this is not an exhaustive list):

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

Where a lockdown may be required when conducting examinations, the focus will be:

- the welfare and safety of candidates and exams staff
- maintaining the integrity and security of the examination/assessment process

Purpose of the policy

The purpose of this policy is to confirm the arrangements at Highfields School for dealing with a lockdown when examinations are being conducted.

- Lockdown procedures have been determined by consulting **ProtectUK** guidance.

Depending on the nature of the incident, centres may also decide to evacuate, invacuate (an inward evacuation) or use a protected space(s). However, this policy focuses specifically upon the actions, roles and responsibilities during an exams-related lockdown.

- In the event of a lockdown during an examination the focus before, during and after an exam will be:
 - training staff engaged/involved in the conducting of examinations
 - how to achieve an effective lockdown
 - implementing Run, Hide, Tell principles
 - the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
 - how to let people know what's happening
 - maintaining the integrity and security of the examinations/assessments process

1. Lockdown procedures

Where a lockdown is required, the following procedures will be employed at Highfields School:

Before an examination

As candidates are entering/waiting to enter the examination room:

- Invigilators will:
 - instruct candidates to enter the examination room immediately
 - instruct candidates to remain silent, hide under desks or sit against a wall/around a corner but not near the door and to ensure mobile phones are on silent and non-vibrate mode
 - lock all windows and close any/all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
 - take an attendance register/head count if possible
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
 - where safe/possible, not leave the examination question papers unattended/out of sight
- A senior leader/authorised person will be present around the examination room(s) area(s) and where safe/possible, communicate the situation to the exams office/officer (via mobile phone/walkie talkie on silent and non-vibrate mode)
- The exams office/officer will collate the information from all examination rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services

Additional centre-specific procedures:

Not applicable

During an examination

When candidates are in the examination room:

- Invigilators will:

- tell candidates to stop writing immediately and close their answer booklets
- collect the attendance register
- make a note of the time when the examination was suspended
- instruct candidates to remain silent, leave all examination materials on their desks and hide under desks
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight
- Where safe/possible, the exams office/officer will collate the information from all examination rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following instruction from the appropriate authority, the exams office/officer and/or invigilators will initiate the emergency evacuation procedure
- Where safe/possible, the exams office/officer will collect all examination question papers and materials for safe/secure storage following advice from the appropriate awarding body/bodies

Additional centre-specific procedures:

Not applicable

After an examination

As candidates are leaving the examination room:

- Invigilators will:

- stop dismissing candidates from the examination room
- instruct candidates who have left to re-enter the examination room
- instruct candidates to remain silent and hide under desks/tables
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight
- Where safe/possible, the exams officer will collate the information from all examination rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services

Additional centre-specific procedures:

Not applicable

Ending a lockdown

- The lockdown will be ended by either:
 - the sound of a defined alarm, or
 - the identification/authorisation of emergency service officer/senior leader/head of centre entering the examination room

- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams office/officer/senior leader
- Where applicable and if advised to do so by a senior leader/head of centre, if there is sufficient time (and following JCQ regulations), candidates may be allowed to restart their examination
- Invigilators will:
 - ask candidates to return to their desks, remind them they are under formal examination conditions and allow a settling down period
 - allow candidates the full working time remaining for their examination
 - recalculate the revised finish time(s)
 - tell the candidates to open their answer booklets and re-start their examination
 - amend the revised finish time(s) on display to candidates
 - note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding body/bodies)
- The exams office/officer will:
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance and where this may be applicable:
 - ensure appropriate follow-up is undertaken after the incident, reporting the incident to the awarding body and the actions taken, where this may be applicable
 - where this may be applicable, ensure a full report of the incident is produced and retained on file if required by an awarding body
 - where this may be applicable, ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged
- At the earliest immediate opportunity the head of centre will ensure that any breach of question paper security or malpractice is reported to the awarding body
- Where applicable/possible/available, the senior leader/exams office/officer will:
 - discuss any alternative examination sittings with the awarding body/bodies
 - offer, arrange and provide support services to staff and candidates

- At the earliest opportunity, the senior leader/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support:
 - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Additional centre-specific procedures:

2. Roles and Responsibilities

The role of the head of centre

- Ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- Arrange appropriate training for all exams staff in lockdown procedures
- Ensure candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the examination room due to it being locked down
- Ensure all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the room becomes unsafe
- Provide written lockdown procedures for examination room/invigilator use
- Inform the relevant emergency service(s) immediately in the case of any potential threat to the safety of exams staff and candidates

Additional responsibilities:

Not applicable

The role of the senior leader

- Assume responsibility for exams staff and candidates taking examinations during a lockdown
- Arrange training/drills for examination candidates on lockdown procedures
- Inform parents/carers about the centre's Lockdown Policy in relation to the conducting of examinations
- Have a presence around examination room areas prior to the start of each examination session
- Liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- Use the examination room attendance register(s) to compile a list of any candidates not accounted for

Additional responsibilities:

Not applicable

The role of the exams office/officer

- Train invigilators in the centre's lockdown procedures (this should also include identifying all access and egress points within exam rooms, an awareness of the design of the locking device within each room and if there is more than one invigilator, whose role it would be to secure the exam room)

- Where safe/possible, liaise with senior leaders/invigilators in all examination rooms during a lockdown
- Assist with lockdown training for staff and candidates where applicable to the conducting of examinations

Additional responsibilities:

Not applicable

The role of the invigilator

- Be aware of the centre's lockdown procedure
- Complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the exams office/officer during a lockdown to confirm the situation in a particular examination room
- Where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight

Malpractice Policy (Exams)

Centre Name	Highfields School
Centre Number	20932
Date policy first created	12/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that any malpractice at Highfields School is managed in accordance with current requirements and regulations.

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ publications **General Regulations for Approved Centres** and **Suspected Malpractice: Policies and Procedures**.

Introduction

What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification

which:

- gives rise to prejudice to candidates
- compromises public confidence in qualifications
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper. (SMPP 2)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. (SMPP 2)

Purpose of the policy

To confirm Highfields School:

- has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

General principles

In accordance with the regulations Highfields School will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

Highfields School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance: *General Regulations for Approved Centres 2023-2024*; *Instructions for conducting examinations (ICE) 2023-2024*; *Instructions for conducting coursework 2023-2024*; *Instructions for conducting non-examination assessments 2023-2024*; *Access Arrangements and Reasonable Adjustments 2023-2024*; *A guide to the special consideration process 2023-2024*; *Suspected Malpractice: Policies and Procedures 2023-2024*; *Plagiarism in Assessments*; *AI Use in Assessments: Protecting the Integrity of Qualifications*; *A guide to the awarding bodies' appeals processes 2023-2024* (SMPP 3.3.1)

Additional information:

Not applicable

Informing and advising candidates

Candidates are advised via year group assemblies along with the JCQ notice to candidates being emailed to all students. This is completed by the head of year at the start of the academic year and before each exam period.

Identification and reporting of malpractice

Escalating suspected malpractice issues

- Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3)

Any occurrence of malpractice is reported to the exams officer immediately who then gathers any evidence and reports this to the head of centre.

Reporting suspected malpractice to the awarding body

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and

gathering of information in accordance with the requirements of the JCQ publication **Suspected Malpractice: Policies and Procedures** (SMPP 4.1.3)

- The head of centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.33)
- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Additional information:

Not applicable

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Additional information:

Not applicable

Appeals against decisions made in cases of malpractice

Highfields School will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ publication **A guide to the awarding bodies' appeals processes**

Managing Behaviour Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	09/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that candidate behaviour in the examination room at Highfields School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and SMPP refer to the JCQ publications **General Regulations for Approved Centres, Instructions for conducting examinations** and **Suspected Malpractice: Policies and Procedures**.

Purpose of the policy

The purpose of this policy is to confirm that candidate behaviour in the examination room at Highfields School is managed in line with JCQ regulations.

1. Briefing candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, Highfields School will:

- ensure the JCQ **Information for candidates documents** (coursework, non-examination assessments, on-screen tests, privacy notice, social media and written examinations) is distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place (GR 5.8)
- ensure candidates are also made aware of the content of the JCQ **Unauthorised items and Warning to candidates** posters (GR 5.8)
- prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments (GR 5.8)

At Highfields School candidates are made aware of JCQ information/briefed by:

Via a whole year/cohort briefing and also letters home, handouts and reference to information contained on the school website.

2. Candidate malpractice

- 'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP 1.2)
- Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP 2)
- 'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper (SMPP 2)
- Inappropriate behaviour by a candidate in the examination room is deemed 'candidate malpractice'
- Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.7)

Examples of inappropriate behaviour/actions that constitute 'candidate malpractice' are provided in the final section of this policy.

3. Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at Highfields School:

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave. Any malpractice suspected or actual, from this point must be reported to the relevant awarding body (ICE 19.1)
- Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3)
- Form JCQ/M1 - **Report of suspected candidate malpractice** must be completed (ICE 24.3)
- The head of centre has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room (ICE 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ publication **Suspected Malpractice: Policies and Procedures** (ICE 24.5)
- In cases of suspected malpractice, examination scripts must be packed as normal and Form JCQ/M1 must be submitted separately to the relevant awarding body (ICE 24.6)

Additional information:

Not applicable

4. Roles and Responsibilities

The role of the invigilator

- Be vigilant and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Warn a disruptive candidate that he/she may be removed from the examination room (ICE 24.1)
- Record what has happened and actions taken on the exam room incident log (ICE 24.1)

Additional responsibilities:

Not applicable

The role of the exams office/officer

- Ensure that the JCQ **Information for candidates documents** (coursework, non-examination assessments, on-screen tests, privacy notice, social media and written examinations) are distributed to all candidates prior to assessments and/or examinations taking place and that candidates are also made aware of the content of the JCQ **Unauthorised items** and **Warning to candidates** posters (GR 5.8)
- Ensure the JCQ **Unauthorised items** and **Warning to candidates** posters are displayed in a prominent place for all candidates to see prior to entering the examination room (GR 5.8)
- Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

Additional responsibilities:

Not applicable

The role of the head of centre

- Where a candidate is seriously disrupting others, makes the decision to remove the candidate from the examination room (ICE 24.3)
- Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination by completing form JCQ/M1 (ICE 24.3)

The role of the senior leader

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

Additional responsibilities:

Not applicable

Examples of 'candidate malpractice'

These include (but are not limited to):

Introduction of unauthorised material into the examination room

Own blank paper

- used for rough work
- used for final answers

Calculators, dictionaries (when prohibited)

- not used
- used or attempted to use

Bringing into the examination room notes in the wrong format or prohibited annotations

- notes/annotations go beyond what is permitted but do not give an advantage; content irrelevant to subject
- notes/annotations are relevant and give an unfair advantage
- notes/annotations introduced in a deliberate attempt to gain an advantage

Unauthorised notes, study guides and personal organisers

·

content irrelevant to subject

content relevant to subject

relevant to subject and evidence of use

Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, Airpods, earphones and headphones)

not in the candidate's possession but make a noise in the examination room

in the candidate's possession but no evidence of being used by the candidate

in the candidate's possession and evidence of being used by the candidate

Watches (not smartwatches)

in candidate's possession

Breaches of examination conditions

A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations

minor non-compliance: e.g. sitting in a non-designated seat; continuing to write for a short period after being told to stop

major non-compliance: e.g. refusing to move to a designated seat; significant amount of writing after being told to stop

related non-compliance

Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations

- leaving examination early (no loss of integrity); removing script from the examination room, but evidence of the integrity was maintained

- removing script from examination room but with no proof that the script is safe; taking home materials

- deliberately breaking a timetable clash supervision arrangement; removing script from the examination room and with proof that the script has been tampered with; leaving examination room early so integrity is impaired

Disruptive behaviour in the examination room or assessment session (including use of offensive language)

- minor disruption lasting a short time; calling out, causing noise, turning around

- repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room; taking another's possessions

- warnings ignored; provocative or aggravated behaviour; repeated or loud offensive comments; physical assault on staff or property

Exchange, obtaining, receiving, or passing on information which could be examination related (or the attempt to)

Verbal communication

- isolated incidents of talking before the start of the examination or after papers have been collected

- talking during the examination about matters not related to the exam; accepting examination related information

.
talking about examination related matters during the exam; whispering answers to questions

Communication

.
passing/receiving written communications which clearly have no bearing on the assessment

.
accepting assessment related information

.
passing assessment related information to other candidates; helping one another; swapping scripts

Offences relating to the content of candidates' work

The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non- examination assessments or portfolios

.
isolated offensive words or drawings

.
frequent offensive words or drawings; isolated obscenity or offensive comments directed at an individual or group

.
frequent obscenities; discriminatory language, remarks or drawings directed at an individual or group

Plagiarism: unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing

.
minor amount of plagiarism/poor referencing in places

.
plagiarism from work listed in the bibliography or referenced/acknowledged; or minor amount of plagiarism from a source not listed in the bibliography or referenced / acknowledged

.
plagiarism from work not listed in the bibliography or referenced/acknowledged; or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced / acknowledged

NEA Appeals Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This procedure is reviewed and updated annually to ensure that appeals against internal assessment decisions (centre assessed marks) at Highfields School are managed in accordance with current requirements and regulations in the JCQ publications **General Regulations for Approved Centres** (GR 5.7), **Instructions for conducting non-examination assessments** (ICNEA 6.1). This procedure is also informed by the JCQ publications **Reviews of marking (centre assessed marks) suggested template for centres** and **Notice to Centres - Informing candidates of their centre assessed marks**.

Introduction

Certain qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Highfields School and internally reviewed/standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

The qualifications delivered at Highfields School containing components of non-examination assessment/units of coursework are:

GCSE, GCE, AQA Applied General qualifications, OCR Cambridge Nationals, OCR Cambridge Technicals, Project qualifications, NCFE Applied Qualifications, BTEC Level 2 and 3 Qualifications

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Highfields School for dealing with candidate appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

- 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 communicated, made widely available and accessible to all candidates
- before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leader(s) at Highfields School will ensure that the following principles are in place in relation to marking the work of candidates:

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents
- All centre staff follow a robust Non-examination Assessment Policy (for the management of non-examination assessments). This policy details all procedures relating to non-examination assessments for relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity
- A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking
- On being informed of their centre assessed mark(s), if candidates believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, then they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking

Additional centre-specific principles:

The JCQ regulations above only apply to GCSE and A level qualifications, but for transparency Highfields school has elected to broaden this procedure to include all the Applied qualifications listed above

Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at Highfields School will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
- Inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
- Having received a request for copies of materials, promptly make them available to the candidate (for some marked assessment materials, such as artwork and recordings, inform the candidate that the originals will be shared under supervised conditions) within the period of time as specified (see **Deadlines** below)
- Provide candidates with sufficient time to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below)
- Require candidates to make requests for a review of centre marking by contacting the Exams Officer
- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks (see **Deadlines** below)
- Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Ensure a written record of the review is kept and made available to the awarding body upon request
- Ensure the awarding body is informed if the centre does not accept the outcome of a review

Additional centre-specific procedure:

Not Applicable

Deadlines and timescales

- Upon request, copies of materials will be made available to the candidate within 2 working days
- The deadline to request a review of marking must be made within 2 working days of the candidate receiving copies of the requested materials
- The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 3 working days, all before the awarding body's deadline for the submission of marks

Non-examination Assessment Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
ALS lead/SENCo	Phil Rose
Quality assurance lead/Lead internal verifier	Steve France
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that non-examination assessments at Highfields School are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA refers to the JCQ publication **Instructions for conducting non-examination assessments**.

Introduction

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, section 1)

The regulator's definition of an examination is very narrow. 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'. (NEA, Foreword).

Purpose of the policy

The purpose of this policy is to confirm that Highfields School adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

1. The basic principles

Head of centre role and responsibilities:

Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments**, confirming:

- 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 (GCSE English Language) Spoken Language endorsement
- (where relevant to the centre) 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 (A Level Sciences) prescribed practical activities
- Ensures the centre's **Non-examination Assessment Policy** is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication **Instructions for conducting non-examination assessments** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Additional responsibilities:

Not applicable

QA lead/Lead internal verifier role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

Not applicable

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication **Instructions for conducting non-examination assessments** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)

Work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication **Instructions for conducting non-examination assessments**
- Where these may also be provided by the awarding body, understand and comply 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
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the

internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Signpost the annually updated JCQ publication **Instructions for conducting non-examination assessments** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Additional responsibilities:

Not applicable

2. Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Additional responsibilities:

Not applicable

Issuing of tasks

Subject teacher role and responsibilities:

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

Additional responsibilities:

Not applicable

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own

- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents **Information for candidates - non-examination assessments** and **Information for candidates - Social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ **Information for candidates** documents

Ensure candidates:

- understand that information from all sources must be referenced
- receive guidance on setting out references
- are aware that they must not plagiarise other material

Additional responsibilities:

Not applicable

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide 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
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Additional responsibilities:

Not applicable

Resources

Subject teacher role and responsibilities:

- Refer 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

Refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

- By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work,

secure between any formally supervised sessions, including work that is stored electronically

- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Additional responsibilities:

Not applicable

Word and time limits

Subject teacher role and responsibilities:

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

Additional responsibilities:

Not applicable

Collaboration and group work

Subject teacher role and responsibilities:

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

Additional responsibilities:

Not applicable

Authentication procedures

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications **Instructions for conducting non-examination assessments** and informs a member of the senior leadership team

- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Additional responsibilities:

Not applicable

Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ publication **Instructions for conducting non-examination assessments** unless the awarding body's specification gives different subject-specific instructions
- Instruct 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
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Additional responsibilities:

Not applicable

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication **Instructions for conducting non-examination assessments**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind 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 (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Additional responsibilities:

Not applicable

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Additional responsibilities:

Not applicable

4. Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ publication **Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

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

Additional responsibilities:

Not applicable

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed

correctly

- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Additional responsibilities:

Not applicable

5. Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Additional responsibilities:

Not applicable

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate 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
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Additional responsibilities:

Not applicable

Internal standardisation

QA lead/Lead internal verifier role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)

Ensure accurate internal standardisation - for example by:

- obtaining reference materials at an early stage in the course
- holding a preliminary trial marking session prior to marking
- carrying out further trial marking at appropriate points during the marking period
- after most marking has been completed, holds a further meeting to make final adjustments
- making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Additional responsibilities:

Not applicable

Consortium arrangements

Subject lead role and responsibilities:

Ensure a consortium co-ordinator is nominated (where this may be required as the consortium lead - If the consortium lead, liaise with the exams officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre-assessed work for each exam series affected - Ensure procedures for internal standardisation as a consortium are followed

Subject teacher role and responsibilities:

Provide marks to the exams officer to the internal deadline - Provide the moderation sample to the exams officer to the internal deadline - Retain all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams office/officer role and responsibilities (where the centre is the consortium lead):

Submit an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected - Submit marks for home centre candidates to the awarding body deadline - Liaise with the

other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding body deadline

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit 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, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit 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
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure 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
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure 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

Ensure 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
- Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

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

Additional role and responsibilities:

Not applicable

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

Additional responsibilities:

Not applicable

External moderation - feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exams office/officer role and responsibilities:

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

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Additional responsibilities:

Not applicable

ALS lead/SENCo role and responsibilities:

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

Additional responsibilities:

Not applicable

7. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

Refer 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

- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable submits to the relevant awarding body

Additional responsibilities:

Not applicable

8. Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication **Suspected Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work**
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document **Information for candidates - non-examination assessments**
- Ensure candidates understand the JCQ document **Information for candidates - Social Media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Signpost the JCQ publication **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost the JCQ **Notice to Centres - Sharing NEA material and candidates' work**
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

9. Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ publication **Post-Results Services**
- Ensure the centre's **internal appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Additional responsibilities:

Not applicable

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- 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 to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure 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

Additional responsibilities:

Not applicable

10. Endorsements

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

Head of centre role and responsibilities:

- Not applicable

QA lead/Lead internal verifier role and responsibilities:

- Ensure the appropriate arrangements are in place for internal standardisation of assessments

Additional responsibilities:

Not applicable

Subject lead role and responsibilities:

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Additional responsibilities:

Not applicable

Subject teacher role and responsibilities:

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

Additional responsibilities:

Not applicable

Exams office/officer role and responsibilities:

- Follow the awarding body's instructions for the submission of grades and recordings

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

Head of centre role and responsibilities:

Not applicable

QA lead/Lead internal verifier role and responsibilities:

Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately.

Subject lead role and responsibilities:

Confirms understanding of the Practical Skills Endorsement for the A Level Sciences and ensures any relevant JCQ/awarding body instructions are followed - Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course - Undertakes any 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 a monitoring visit.

Subject teacher role and responsibilities:

Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed - 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/provides assessment outcomes to the exams officer to the internal deadline

Exams office/officer role and responsibilities:

Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks notice · Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

11. Private candidates

Subject lead role and responsibilities:

Not Applicable

12. Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

Overnight Supervision Arrangements Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that overnight supervision arrangements at Highfields School are awarded and managed in accordance with current requirements and regulations.

References in this policy to ICE refer to the JCQ publication **Instructions for conducting examinations**.

Purpose of the policy

This purpose of this policy is to confirm that Highfields School:

- follows the correct procedures when considering the arrangements for a candidate entered for multiple examinations timetabled for the same day
- reserves the right to exercise discretion when considering allowing a candidate to take an examination the following morning
- has appropriate arrangements in place to maintain the security and integrity of the examination(s)

1. Overnight supervision arrangements

- When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is:
 - more than six hours for GCE examinations (AS, A2, A-level), including approved extra time allowances and/or supervised rest breaks, or
 - more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks

candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays (ICE 8.1)

- These arrangements do not apply where a GCSE candidate has five and a half hours or less of examinations in one day or where a GCE AS or A-level candidate has six hours or less of examinations in one day (ICE 8.1)
- Overnight supervision arrangements should only be applied as a last resort and once all other options have been exhausted (ICE 8)
- The head of centre must be satisfied with any arrangement for overnight supervision of a candidate where necessary and must accept full responsibility for the security of the examination throughout (ICE 8)
- Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8.1)
- The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone, e-mail, internet and social media. It also extends to television and radio, which could report key details of the day's examinations (ICE 8.3)

2. Roles and Responsibilities

The role of the head of centre

- Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while the candidate is on the premises sitting examinations (ICE 8.2)
- Be satisfied that the arrangements maintain the integrity and security of the examination (ICE 8.4)
- Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate (ICE 8.4)

Additional responsibilities:

Not applicable

The role of the exams office/officer

- Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and once all other options have been exhausted (ICE 8)
- Re-arrange any examination that cannot be taken in the scheduled afternoon session for the following morning, ensuring if an examination is deferred from Friday afternoon, it is re-arranged for Saturday morning (ICE 8.5)
- Ensure the JCQ **Overnight Supervision** and **Overnight Supervision Declaration** forms are completed before the overnight supervision is to commence (ICE 8.4)
- Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer or centre staff, determining a method of supervision which ensures the candidate's well being (ICE 8.2)
- Download the JCQ **Overnight Supervision Declaration** form for signing by the candidate, the supervisor and the head of centre (ICE 8.4)
- Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions/penalties, as detailed in the JCQ publication **Suspected Malpractice: Policies and Procedures** (ICE 8.4)
- Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested (ICE 8.4)
- Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates (ICE 8.2)
- If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the earlier day are sealed in an envelope and returned to the centre's secure storage facility until all candidates at the centre have taken that examination (ICE 8.6)

Additional responsibilities:

Post Results Service Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
Other staff (if applicable)	Wayne Harrison

This procedure is reviewed and updated annually to ensure that appeals against any decision at Highfields School not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal are managed in accordance with current requirements and regulations.

Reference in this procedure to GR refers to the JCQ publication **General Regulations for Approved Centres**.

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed at Highfields School)

If teaching staff at Highfields School or a candidate (or his/her parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is available for externally assessed components of both unitised and linear GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Highfields School for dealing with candidate appeals relating to any centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must 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 application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

At Highfields School:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking

Candidates are made aware/informed by Email.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by Head of Year Prior to and on the day of results.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, Highfields School will:

- Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, etc., when made available by the awarding body, to

determine if the concern may be justified

For **written** components that contributed to the final grade, Highfields School will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking

In all other instances:

- Consider accessing the script by:
 - (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline OR
 - (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect written consent/permission from the candidate to access the script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

Additional centre-specific actions:

Not Applicable

For **moderated** components that contributed to the final grade Highfields School will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a Review of Results service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for all candidates in the original sample

Additional centre-specific actions:

Not Applicable

Candidate consent

Highfields School will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results

Additional centre-specific actions:

Not Applicable

Centre actions in the event of a disagreement (dispute)

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, Highfields School will:

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required fee) for the centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

Additional centre-specific actions:

Not Applicable

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing an internal appeals form at least 10 working days prior to the internal deadline for submitting a request for a review of results. prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal before the internal deadline for submitting a request for a review of results..

Appeals

Following a Review of Results outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ publications **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet.

To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result
- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer)
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre

Additional centre-specific information:

Not Applicable

Special Consideration Policy

Centre Name	Highfields School
Centre Number	20932
Date policy first created	12/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
ALS lead/SENCo	Phil Rose
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually to ensure that the special consideration process at Highfields School is managed in accordance with current requirements and regulations.

References in this policy to GR, SC and ICE refer to the JCQ publications **General Regulations for Approved Centres, A guide to the special consideration process** and **Instructions for conducting examinations**.

Introduction

Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event 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. (SC 1)

Special consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for a qualification or a unitised examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the qualification. (SC 1)

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms Highfields School will submit an application for special consideration where a candidate meets the published criteria. (GR 5.9)

Eligibility for special consideration

- Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control (SC 2.1)
- Special consideration must be applied for at the time of the assessment (SC 2)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ publication **A guide to the special consideration process** (SC 2.3)

Roles and Responsibilities

The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication **A guide to the special consideration process**
- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams office/officer

Additional responsibilities:

Not applicable

The role of the exams office/officer

- Refer to the criteria detailed in the JCQ publication **A guide to the special consideration process** to determine where a candidate is/is not eligible for special consideration
- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

Additional responsibilities:

Not applicable

The role of the senior leader

- Sign appropriate evidence to support all eligible applications (SC 6)

Additional responsibilities:

Not applicable

The role of other staff

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

Additional responsibilities:

Not applicable

The role of an affected candidate (or parent/carer)

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

Additional responsibilities:

Not applicable

Applying for special consideration

At Highfields School, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ publication **A guide to the special consideration process**.

For candidates who are present for the assessment but disadvantaged Highfields School must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment.

Examples where a candidate/candidates may be eligible for special consideration include:

- A candidate arrives for the 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 is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 7.4)
 - special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)
- Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC 3.3)
- Serious disturbance during the examination (SC 2.1)

- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing (SC 2.3)

Additional examples:

Not applicable

Candidates who are absent from a timetabled component/unit for acceptable reasons

If a candidate is absent for acceptable reasons, and Highfields School is prepared to support an application for special consideration, special consideration will be 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. (SC 4)

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded. (SC 4)

Other issues

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in **A guide to the special consideration process** and applied for where eligible. This may include, for example:

- Other certification (SC 5)
- Coursework/non-examination assessment extensions (SC 5)
- Shortfall in work (coursework/non-examination assessment) (SC 5)
- Lost or damaged work (non-examination assessment components) (SC 5)
- Candidates taking an incorrect or defective question paper (SC 5)
- Candidates undertaking the wrong controlled assessment or non-examination assessment assignment (SC 5)

Additional issues:

Not applicable

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in a vocational qualification, Highfields School will follow **A guide to special consideration** (section 7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

The role of the head of centre

- Ensure all eligible applications are supported by appropriate evidence signed by a member of the senior leadership team (SC 6)

Additional responsibilities:

Not applicable

The role of the exams office/officer

- Ensure applications are processed as required by the awarding bodies
- Ensure a candidate/candidates (or a parent/carer) understands that all cases must be dealt with by the centre (SC 6)

- Ensure that special consideration is applied for at the time of the assessment
- Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition
- Keep evidence to support all applications on file until after the publication of results and provide the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body (SC 6)
- Meet the awarding body deadline(s) for submitting applications

Other responsibilities:

Not applicable

Submitting applications for special consideration

At Highfields School, where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in **A guide to the special consideration process**.

In cases of online applications for special consideration, the candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

Evidence to support all applications will be kept on file until after the publication of results.

Timetabled written examinations

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)
- A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted
- Form 10 **Application for special consideration** will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification
- For cases involving groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed
- Form 14 **Self certification form** (Self certification for candidates who have missed an examination) will only be completed by a candidate where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body
- Where a short extension to a work submission deadline for an individual candidate is being requested, the awarding body will be contacted directly
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted online or by completing form 10, dependent on the awarding body

Post-assessment adjustments - vocational qualifications

- Where the learner's circumstances are eligible, form 10 or form VQ/SC **Application for special consideration Vocational qualifications** will be completed and submitted to the awarding body

Late applications

If, after the publication of results for a particular examination series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a senior leader is able to produce compelling evidence to support a late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

Word Processor Policy (Exams)

Centre Name	Highfields School
Centre Number	20932
Date policy first created	11/10/2023
Current policy approved by	Wayne Harrison
Current policy reviewed by	Donna Green
Date of next review	01/10/2024

Key staff involved in the policy

Role	Name
Head of Centre	Graham Tate
Senior leader(s)	Anthony Dean
Exams officer	Donna Green
ALS lead/SENDSCO	Phil Rose
IT manager	Nick Jevon
Other staff (if applicable)	Wayne Harrison

This policy is reviewed and updated annually on the publication of updated JCQ regulations.

References in this policy to **AA** and **ICE** relate to/are directly taken from the JCQ publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

Introduction

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

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

The following principles are applied to access arrangements at Highfields School:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
- Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENDSCO must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AA 4.2.3)
- The Additional Learning Support lead/SENDSCO must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before his/her first examination. (AA 4.2.7)

Purpose of the policy

This policy details how Highfields School complies with AA, chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

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

The criteria Highfields School uses to award and allocate word processors for examinations and assessments

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

Exceptions

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates

Highfields School will:

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

- award the use of a word processor to candidates where appropriate to their needs (AA 5.8.4)

For example, a candidate with:

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

(This list is not exhaustive)

- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

Highfields School will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

Additionally the use of a word processor would be considered for a candidate:

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

Other centre specific information relating to the use of a word processor:

Not applicable

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated as follows:

- Usually in a separate room to the Main Venue, although if very small numbers, can be accommodated in one of the Main Venues

In compliance with the regulations, Highfields School:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that the centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

Highfields School will ensure the word processor:

(ICE 14.25)

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites, spreadsheets

- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

Highfields School will ensure that any portable storage medium (e.g. a memory stick) used:

(ICE 14.25)

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

Printing the script after the exam has ended

Highfields School will ensure:

(ICE 14.25)

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his/her own
- a word processed script is attached to any answer booklet which contains some of the answers
- where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions) (ICE 14.26)
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

Highfields School:

- may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body (ICE 14.27)

Other centre specific information relating to arrangements at the time of the assessment:

Answers are sent to the printer which will be accessed by the invigilator in charge and scripts taken to the exam room for the student to verify it is their work and sign the document.

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- the IT department in liaison with the ALS lead/SENDCO and the exams officer

In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:

- the cohort will be split into two groups
- one group will sit the exam earlier than or later than the awarding body's published start time
- the security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of ICE

Other centre specific information relating to allocating the use of a word processor:

Not applicable