



## *Esher Church of England High School*

### **Exams Policy**

<b>Status:</b>	<b>Approved</b>	
<b>Date of Next Review:</b>	Summer Term 2021	
<b>Responsibility:</b>	SWB Committee	
<b>Date of Approval:</b>	Committee:	16 May 2018
	Local Governing Body:	20 June 2018

#### **Purpose:**

The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

This exam policy will be reviewed annually.

This exam policy will be reviewed by the Assistant Headteacher (responsible for exams) and the Exams Officer in conjunction with the Leadership Team.

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### **1. EXAM RESPONSIBILITIES**

#### **Head of Centre**

- The Head of Centre has overall responsibility for the school as an exams centre and advises on appeals and re-marks.
- The Head of Centre is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document Suspected Malpractice in Examinations and Assessments.

#### **Examinations Officer**

- Manages the administration of public and internal exams
- Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards and any relevant changes
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Creates timetables for internal exams
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework/controlled assessments/NEAs are completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries after consultation with subject leaders
- Receives, checks and stores securely all exam papers and completed scripts
- Ensures that JCQ General Regulations for Approved Centres are adhered to
- Identifies and manages exam timetable clashes
- Accounts for income and outgoings relating to all exam costs/charges
- Line manages and organises the recruitment, training and monitoring of a team of exam invigilators responsible for the conduct of exams.
- Organises and administers the provision of invigilators to act as readers, scribes and practical assistants where needed in conjunction with the SENCo.
- Arranges any rooming/staffing requirements for individual exams, in conjunction with the Assistant Headteacher where necessary
- Submits candidates' coursework/controlled assessment/NEA marks, despatches coursework/controlled assessment/NEA samples and sends returned coursework/controlled assessments/NEAs to subject leaders for storage. Tracks the despatch and return of all such

materials and any other material required by the appropriate awarding bodies correctly and on schedule

- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/review of marking requests and access to scripts requests
- Submits all applications for special consideration to the awarding bodies before their published deadlines
- Maintains systems and processes to support the timely entry of candidates for their exams and registration for vocational qualifications where appropriate.
- Carries out the role of Quality Nominee for BTEC qualifications, in conjunction with the Deputy Head
- Liaises with alternative education organisations to ensure that any students on roll but educated elsewhere are entered for the correct exams and that their results are included in the school results
- Inputs all BTEC results online
- Prepares seating plans and desk labels for all exams
- Liaises between Exams, Learning Support and IT Support to ensure that appropriate access arrangements for students are put in place as and when needed
- Briefs the invigilators on any special requirements immediately prior to each exam after discussion with the Exams Manager
- Carries out any other admin tasks as required

#### **Heads of department and Heads of Year**

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of controlled assessment marksheets and declaration sheets.
- Accurate completion of entry and all other marksheets and adherence to deadlines as set by the Exams Officer.
- Gets approval from the Leadership Team before undertaking any new courses

#### **Teachers**

- Provide notification of students who may need access arrangements (as soon as possible and preferably before students commence their KS4 courses) to the SENCo.
- Submit candidates' names (where appropriate) to Heads of Department.
- Provide Exams Manager with information about individual students who may be eligible for special consideration

#### **SENCo / Specialist Teacher**

- Notify Exams Manager of all students requiring access arrangements.
- Identify and test candidates' requirements for access arrangements.
- Provide additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help learners achieve their course aims.
- Supply staff to act as Readers/Scribes/practical assistants in exams where necessary.
- Administers access arrangements in line with the JCQ Access Arrangements and Reasonable Adjustments for candidates with disabilities and learning difficulties

- Makes application for special consideration for students where appropriate in line with JCQ Regulations

### **ICT Support**

- Arrange secure logins for students entitled to word processors and computer readers and set them up prior to each exam to ensure compliance with JCQ regulations.

### **Lead Invigilator**

- Assists the Exams Manager in preparing exam papers immediately prior to each exam.
- Ensures that a signed record is kept of the seating plan/invigilation arrangements/incident logs for each exam as per the JCQ regulations
- Takes all reasonable steps to ensure that the correct exam stationery is used for each exam, that candidates take into the exam room only permitted materials and that candidates have all the necessary material to enable them to complete the exam
- Ensures that late candidates are briefed, seated and allowed to partake in the exam with minimum fuss and that they are given the full time for the exam where possible
- Reports any potential malpractice or security breaches to the Exams Manager during the exam
- Makes an immediate announcement to students in the Exams Hall in the event of the fire alarm going off
- Ensures that no confidential materials are left behind in the Exams Hall including crates
- Supervises the packing of papers and ensures that attendance registers are completed accurately at the end of each exam

### **Invigilators**

- Prepare outside rooms, collect of exam papers and other material from the Exams Hall before the start of the exam. Start, supervise and finish exams in all exam rooms
- Collect exam papers in the correct order at the end of the exam and return them to the exams hall together with incident logs and seating plans.
- Pack all completed scripts and complete attendance registers.
- Act as readers/scribes/practical assistants when needed
- Ensure that all exams are conducted according to the JCQ regulations or CIE regulations where appropriate.

### **Candidates**

- Confirm and sign off entries (in conjunction with parents).
- Read and understand exam regulations and ensure they conduct themselves in all exams according to the JCQ regulations
- Understand controlled assessment/coursework/NEA regulations and sign a declaration that authenticates the work as their own.

## **2. THE STATUTORY TESTS AND QUALIFICATIONS OFFERED**

The statutory tests and qualifications offered at Esher High School are decided by the Heads of Department and the Senior Leadership Team. No new qualifications may be offered without the approval of the Senior Leadership Team.

The statutory tests and qualifications offered are GCSE, VCERT and BTEC.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Exams Officer must be informed by the start of the summer term.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the Assistant Headteacher, SENCo and the Head of Department.

At key stage 4, all candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body. Students who will be unable to achieve a qualification due to lack of attendance, may be withdrawn from entry in a particular subject only at the discretion of the Deputy Headteacher.

### **3. EXAM SEASONS AND TIMETABLES**

#### **3.1 Exam seasons**

Internal exams are scheduled throughout the year (November, March and June).

External exams are scheduled at various times throughout the year, with the bulk of exams taking place in the summer exam series.

All internal exams are held under external exam conditions.

Where there is a choice of which exam series to use in the Centre, this is decided by the Head of Centre.

#### **3.2 Timetables**

Once confirmed, the Assistant Headteacher (responsible for exams) will circulate the exam timetables for external exams at a specified date before each series begins.

### **4. ENTRIES, ENTRY DETAILS AND LATE ENTRIES**

#### **4.1 Entries**

Candidates are selected for their exam entries by the Head of Subject. Candidates, or parents/carers, cannot request a subject entry, change of level or withdrawal.

The Centre does not accept entries from external candidates except in exceptional circumstances.

Entries will be made using the candidate's legal name at the time of entry. Gender at birth will be used unless official documentation has been provided to verify a change of gender e.g. passport.

#### **4.2 Late entries**

Entry deadlines are circulated to Heads of Department via memo and/or email.

Late entries will only be made where they have been authorised in writing by the Deputy Headteacher (responsible for curriculum and data).

## **5. EXAM FEES**

The Centre will pay all normal exam fees on behalf of candidates.

Late entry or amendment fees are paid by departments except where the student has joined the school mid-term, in which case the late fees will be paid by the Exams Department.

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations due to circumstances beyond their control.

Candidates will be charged entry fees for missed examinations unless a medical certificate is provided or the student is attending a funeral for a close family member which has been agreed in advance with centre staff. Charging also applies where a candidate is on holiday at the time of an exam, even if notice has been given, unless the holiday is specifically authorised by the Headteacher.

## **6. MANAGING INVIGILATORS AND EXAM DAYS**

### **6.1 Managing invigilators**

External invigilators will be used for internal exams and external exams.

The co-ordination of the recruitment of invigilators is the responsibility of the Exams Officer.

The recruitment of all invigilators is subject to receipt of a satisfactory enhanced-level DBS disclosure and all invigilators are expected to provide proof of identity and qualifications and to inform the school of any change that would affect their DBS clearance at any time during their engagement with the school. Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the HR Manager. In conjunction with the LT, the HR Manager is responsible for ensuring that our procedures for DBS clearance satisfy current legislative requirements. DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled and briefed by the Exams Officer/Lead Invigilator.

Invigilators' rates of pay are set by the Centre administration in liaison with the Headteacher.

### **6.2 Exam days**

All exams will be conducted according to current JCQ regulations. The Exams Manager will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators.

The lead invigilator and/or site management is responsible for setting up the allocated rooms if necessary.

The lead invigilator/Exams Manager/Assistant Head will start all exams in accordance with JCQ guidelines.

Members of the Leadership team and/or the Head of Year will be present whenever possible at the start of each exam to assist with identification of candidates and prevent any behaviour issues,

unless they have overall responsibility for teaching the subject being tested. The Exams Officer will ensure that there are photographs of all candidates available to the invigilators to further assist with identification.

Subject teachers will not be allowed in the exam room. Exam papers must not be removed from the exam room before the end of a session. Papers will be distributed to heads of department at the end of the exam session, once all completed scripts have been securely packaged.

For practical exams, a relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required. They will remain on hand in case of any technical difficulties.

If the fire alarm sounds during an exam, invigilators in the Exams Hall will follow procedures as informed in Appendix 1: Procedure for the emergency evacuation of the examination room.

## **7. CANDIDATES, CLASH CANDIDATES AND SPECIAL CONSIDERATION**

### **7.1 Candidates**

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Students must wear school uniform to all exams.

No food or drink is allowed other than water in an unlabelled bottle. This extends to cough sweets which may not be taken into the Exams Hall without express permission. If that permission is granted, the sweets will need to be unwrapped first.

Candidates' personal belongings which are handed in before an exam remain their own responsibility and the Centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines. If a candidate's behaviour is disturbing other students, the invigilator should immediately seek help from the Exams Manager or Deputy Head who will arrange on call if necessary.

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

### **7.2 Clash candidates**

The Exams Manager will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

### **7.3 Late/absent candidates**

Where possible, the school will try and contact a student who has not arrived on time for an exam. However, this cannot be guaranteed and it is important that students arrive on time. Students arriving late will be allowed to sit the full exam providing the necessary staff/facilities are available to facilitate this. Students who arrive more than 1 hour after the official start time (or after the official end time where the exam is less than 1 hour duration) will be allowed to sit the exam where staff/facilities are available but will be warned before starting that their paper may not be accepted. The exam board will be informed of their late arrival. Students who arrive after the exam has ended will not be allowed to sit the exam.

## 7.4 Special Consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or be otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert a member of staff to that effect as soon as possible. In the case of illness, this must be before, during or immediately after the exam so that the Centre can verify that the illness is genuine. The Centre will not consider claims for special consideration due to student illness if information is not received until the day after the exam unless there are extenuating circumstances.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a hospital letter. The Exams Manager will also apply for special consideration for students or groups of students who have been identified by school staff as being disadvantaged at the time of an exam due to circumstances beyond their control. Circumstances might include bereavement/trauma/worry about the family/being given an incorrect paper or not being given previously agreed access arrangements or other circumstances beyond the control of the student. Applications are made online on the secure website for each exam board and permission will not be sought from the student. Proof to support the application must be provided by the member of staff raising the issue wherever possible e.g. invigilation log, hospital letter, police report, letter from Head of Year.

The Exams Manager will then apply online to the relevant awarding body within the deadlines set by each exam board.

Evidence will be kept in secure storage for 6 years then destroyed confidentially.

## **8. RESULTS, ENQUIRIES ABOUT RESULTS (EARS) AND ACCESS TO SCRIPS (ATS)**

### 8.1 Results

Candidates will receive individual provisional results slips on results days at a time notified to them well in advance. If they are unable to attend, their results will be posted to their home address on results day if a stamped addressed envelope is provided.

Arrangements for the school to be open on results days are made by the Exams Officer.

The provision of staff on results days is the responsibility of the Head of Centre but is usually done on a voluntary basis.

### 8.2 EARS

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

If a result is queried, the Exams Manager, teaching staff and Head of Centre will investigate the feasibility of asking for a review of marking at the Centre's expense. When the Centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

Full details will be provided to students with their provisional results. An outline will also be provided to students in Year 11 Assembly in the Spring term.

Details are also outlined in the Esher High School Assessment Appeals Procedure – see Appendix 3: Internal Appeals Procedure.

### 8.3 ATS

After the release of results, candidates may ask subject staff to request the return of papers. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE reviews of marking cannot be applied for once a script has been returned.

Details are outlined in the Esher High School Assessment Appeals Procedure – see Appendix 3: Internal Appeals Procedure.

## 9. CERTIFICATES

Certificates are presented in person in early November.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so in writing by the candidate. The third party will need to bring suitable photographic identification with them that confirms who they are.

The Centre posts out all uncollected certificates via Royal Mail's Signed For service. Any certificates returned to the school will be retained for twelve months then destroyed. After that all entries will be dealt with by the awarding body.

## 10. DATA PROTECTION

All paperwork relating to Access Arrangements and Special Consideration is kept in secure storage for 6 years after the student leaves the school. The paperwork is then shredded.

An original signed form 8 will be given to the student in their provisional results envelope for them to forward to their college.

Students with Access Arrangements are asked to state before leaving school if they do not wish information about their access arrangements to be forwarded to their college. Evidence will be forwarded to local colleges on request without seeking permission from the student. Where the college is not known to the school, student permission will be granted before any information is forwarded.

Paperwork relating to student exam results is kept in a locked store for 6 years after the student leaves the school then destroyed. Results information from 2005 onwards is also available electronically on SIMS. Only the Exams Officer, Assistant Headteacher and Data Manager have access to Exams Organiser.

## **Appendix 1: Procedure for the emergency evacuation of the examination room**

### **1. Purpose of the procedure**

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

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

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

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

### **3. Emergency evacuation of an exam room**

Roles and responsibilities:

Head of centre (MBD)

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation.

Senior leader (LBS/AKI)

- Ensures all staff are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required.

Special educational needs coordinator (SENCo)

- Ensures appropriate arrangements are in place for the emergency evacuation of any disabled candidates from an exam room where different procedures or assistance may need to be provided for the candidate.
- Ensures the candidates are informed prior to taking their exams of what will happen in the event of an emergency evacuation.

Exams officer (RAW)

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
- Ensures candidates are briefed (via the Candidate exam handbook), prior to exams taking place, on what will happen in the event of an emergency in the exam room.
- Provides invigilators with a copy of the emergency evacuation procedures for every exam room.

- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds.
- Provides an exam room incident log in each exam room.
- Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for any disabled or injured candidates.
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process.

#### Invigilators

- By attending training, ensure they understand what to do in the event of an emergency in the exam room.
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room.
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.
- Record the times of all relevant details on the incident log to assist in reporting the incident to the EO/awarding body or bodies.

#### Other relevant centre staff

- Support the senior leader, SENCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms.

### **4. Emergency evacuation procedure**

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room. The senior invigilators in each venue are issued with the relevant emergency evacuation procedures.

- Stop the candidates from writing and close their exam papers.
- Collect the attendance register (to ensure all candidates are present).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Inform candidates they must leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- When instructed supervise the return of the candidates to the exam room.

- Make a note of the time of the interruption, how long it lasted and any other relevant details on the Incident Log.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a detailed report of the incident and of the action taken. Give it to the Exams Officer or delegate who will send to the relevant awarding body. The Lead Invigilator should record time of evacuation and return to the exam on the Incident Log. Once the exam is resumed write the re-start time and new finish times on the board for all candidates to see and record on the Incident Log along with any other relevant details of the evacuation.

### **Additional centre-specific actions to be taken**

Main Sports Hall: Leave via the front Fire Exits to the left and right then walk to the assembly point which is the sports 'cage' at the top of the sports field. If there is not enough space in the 'cage' for the students, the assembly point will be on the grass opposite the main school assembly point. Students must remain separated from the main body of the school population.

Sports Hall Training Room: Leave via the classroom door, then out the nearest exit and walk to the assembly point which is the sports 'cage' at the top of the sports field. If there is not enough space in the 'cage' for the students, the assembly point will be on the grass opposite the main school assembly point.

Dance Studio: Leave via the back Fire Exit staircase and walk to the assembly point which is the sports 'cage' at the top of the sports field. If there is not enough space in the 'cage' for the students, the assembly point will be on the grass opposite the main school assembly point.

Pastoral Block: Leave via the Fire Exit and walk to the assembly point which is the sports 'cage' at the top of the sports field. If there is not enough space in the 'cage' for the students, the assembly point will be on the grass opposite the main school assembly point.

Main Building: Candidates sitting NEA exams will leave the building via the Fire Exit and walk to the assembly point which is the sports 'cage' at the top of the sports field.

- The Exams Officer and LBS will oversee the Sports Hall / Dance Studio / Sports Hall Training Room.
- The SENCO will oversee the Pastoral Block.
- The lead invigilators will be responsible for taking a copy of the attendance lists to the evacuation point.

- If the alarm is false or a drill the member of staff responsible for the room will, once the alarm has been silenced, re-assure the candidates and resume the exam noting the time of restart on the whiteboard.
- In the event of an alarm the candidates will be asked to stand behind their desks and, leaving their exam papers behind, candidates will file out one row at a time to the assembly point. They will be accompanied by the invigilators and the member of SLT, Exams Officer and SENCO. All access points to the exam room will be locked.
- Candidates must line up at the Assembly Point which is the sports 'cage' at the top of the sports field. If there is not enough space in the 'cage' for the students, the assembly point will be on the grass opposite the main school assembly point. A register will be taken from the attendance list to establish that all candidates are present.
- When it is safe to return to the building, the candidates will be led back to their examination room and as soon as all candidates are seated and settled the examination will be resumed. The candidates will be entitled to the full time for the examination.
- The candidates must remain under examination conditions during emergency evacuation procedures and must not attempt to contact another candidate or any other member of the school community.
- The Exams Officer will contact the Examination Board in accordance with JCQ regulations.
- If a candidate is present who may need assistance in the event of an emergency evacuation, a named invigilator will be asked to take responsibility for escorting/aiding this candidate to the assembly point.

**Upon returning to the room:**

- Allow the candidates a small amount of time to settle, while reminding them they are still under exam conditions.
- Instruct the candidates they will resume from where they left off and the finish time will be adjusted accordingly.
- Adjust the finish time accordingly.
- Record as much information as possible so a report can be made to the exam board.

**Should the exam be abandoned:**

- The exam contingency plan will be invoked, and you will be briefed by the Exams Officer at the time.

## **5. Lockdown procedures**

To initiate a lockdown, an alarm will be raised within the school (distinct from the fire alarm) so all staff and students are aware.

At that point the building is locked down by staff, and students remain in their exam room. Staff will be in communication with senior staff via email and mobile phone and will be aware of the messages to give to students. The Invigilators to advise candidates to stop writing, close papers and remind them they are under exam supervision.

## **Appendix 2: Examination contingency plan/Examinations Policy**

### **1. Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the examinations process at Esher Church of England High School. By outlining actions/procedures to be followed in case of disruption, it is intended to mitigate the impact these disruptions could have on our exam process.

At all times, the Examinations Officer, Data Manager and team and Senior Leadership Team (SLT) will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to.

Alongside internal processes, this plan is formed from information contained in the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

### **2. Causes of potential disruption to the exam process**

#### **(i). Exam officer extended absence at key points in the exam process (cycle)**

##### **Criteria for implementation of the plan**

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

##### *Planning*

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual examinations 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 examinations/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

##### *Pre-examinations*

- invigilators not trained or updated on changes to instructions for conducting examinations

- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- 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*

- examinations/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 the post-results services

#### *Certificate Distribution*

- Certificates not recorded, distributed or made available for collection

#### **Centre actions**

Data manager and team to assume responsibility for the above tasks with the support of the SLT.

A detailed plan will be drawn up and agreed with SLT line manager who will oversee its implementation.

#### **(ii). SENCo extended absence at key points in the exam cycle**

#### **Criteria for implementation of the plan**

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

#### *Planning*

- 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-examinations*

- 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 providing support to access arrangement candidates not allocated and trained

#### *Exam time*

- Access arrangement candidate support not arranged for exam rooms

### **Centre actions**

The Specialist Assessor, Teaching Assistants, Examinations Officer work with SLT to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals maybe required.

#### **(iii). Teaching staff extended absence at key points in the exam cycle**

#### **Criteria for implementation of the plan**

Key tasks not undertaken including:

- Early/estimated entry information not provided to the examinations officer on time; resulting in pre-release information not being received
- Final entry information not provided to the examinations officer on time; resulting in candidates not being entered for examinations/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
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

### **Centre actions**

The Examinations Officer to liaise with Head of Department and/or SLT to ensure all necessary deadlines are adhered to. If deadlines are not met, the Examinations Officer will liaise with the relevant Awarding Body and act upon advice received.

#### **(iv). Invigilators - lack of appropriately trained invigilators or invigilator absence**

#### **Criteria for implementation of the plan**

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

### **Centre actions**

On peak exam days where there are invigilator shortages TAs/Technicians/Office staff will be released from their normal duties to assist with agreement from SLT. These members of staff will receive full invigilator training prior to the exams, so they can support if necessary.

### **(v). Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

#### **Criteria for implementation of the plan**

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

### **Centre actions**

Examinations Officer will commence the seating of examinations after the February half term to ensure sufficient time is available to identify issues and plan appropriately with SLT.

Key venue meeting held before Easter to ensure that all school calendar activity has been taken into consideration.

In the event of a venue not being available at very short notice, Centre staff will be made available to ensure the security of the examinations is not compromised whilst alternative rooming is sourced. SLT will work with the Examinations Officer at all times during such emergencies.

### **(vi). Failure of IT Systems**

#### **Criteria for implementation of the plan**

- MIS system failure at final entry deadline
- MIS system failure during examinations preparation
- MIS system failure at results release time

### **Centre actions**

- IT Technical support will be sought immediately.
- Examinations Officer, in consultation with SLT, will make entries from another venue direct to the Awarding Bodies.
- Examinations Officer will be flexible in working pattern to ensure examinations preparation is completed.
- Results may also be accessed directly from the Awarding Bodies

Examinations Officer will at all times during the system failure liaise with the Awarding Bodies to minimise disruption and costs incurred.

**(vii). Disruption of teaching time – centre closed for an extended period**

**Criteria for implementation of the plan**

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

**Centre actions**

SLT to manage all such incidents and governors will be informed. Where possible we will liaise with other nearby centres to find a solution if numbers allow.

**(viii). Candidates unable to attend examination centre to take examinations as normal**

**Criteria for implementation of the plan**

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

**Centre actions**

The Examinations Officer will contact the relevant Awarding Bodies to discuss alternative arrangements and liaise with SLT to take appropriate action. Where possible we will liaise with other nearby centres to find a solution if numbers allow.

**(ix). Centre unable to open as normal during the examinations period**

**Criteria for implementation of the plan**

- Centre unable to open as normal for scheduled examinations.

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

**Centre actions**

The Examinations Officer will contact the relevant Awarding Bodies to discuss the alternative arrangements and liaise with SLT to take appropriate action. Governors will be informed. Where possible we will liaise with other nearby centres to find a solution if numbers allow.

**(x). Disruption in the distribution of examination papers**

**Criteria for implementation of the plan**

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

**Centre actions**

The Examinations Officer will contact the relevant Awarding Bodies to notify them of any such difficulties and put in place suitable alternative arrangements.

**(xi). 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.

**Centre actions**

The Examinations Officer will contact the Awarding Bodies to notify them of any such incident and act upon advice given.

**(xii). Centre unable to distribute results as normal**

**Criteria for implementation of the plan**

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

**Centre actions**

The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given. Governors will be informed.

### Appendix 3: Internal Appeals Procedure

This procedure confirms Esher High School compliance with JCQ’s General Regulations for Approved Centres 2018-2019, section 5.8 that the centre has in place “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” and that the centre “must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre’s marking before marks are submitted to the awarding body.”

Certain components of GCSE (GCSE controlled assessments and GCSE non-examination assessments) and other qualifications (VCERT, BTEC) that contribute to the final grade of the qualification are internally assessed (marked) by the centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

#### Deadlines for the submission of marks (Summer 2019 exam series)

Date	Qualification	Details

Esher High School is committed to ensuring that whenever its staff mark candidates’ work this is done fairly, consistently and in accordance with the awarding body’s specification and subject-specific associated documents.

Esher High School ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCSE, BTEC and VCERT, including the marking and quality assurance 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. Esher High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates’ work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking.

1. Esher High 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.
2. Esher High School will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Esher High School will, having received a request for copies of materials, promptly make them available to the candidate within 10 calendar days.
4. Esher High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Esher High School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 10 calendar days of receiving copies of the requested materials by completing the internal appeals form.
6. Esher High School will allow 10 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Esher High School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Esher High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Esher High School will inform the candidate in writing of the outcome of the review of the centre's marking.

10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies 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 line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

## **1. Appeals against the centre’s decision not to support a clerical check, a review of marking, a review of moderation or an appeal**

This procedure confirms Esher High School compliance with JCQ’s *General Regulations for Approved Centres 2018-2019, section 5.14* that the centre has in place “*a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal...*”

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

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results by letter.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, an enquiry about the result may be requested.

*Enquiries about results* (EARs) offers three services.

- ▶ Service 1 – clerical re-check
- ▶ Service 2 – review of marking
- ▶ Service 3 – review of moderation (this service is not available to an individual candidate)

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an EAR service 1 or 2 is submitted to the awarding body as with these services candidates’ marks and subject grades may be lowered. Candidate consent can only be collected **after** the publication of results.

If a concern is raised about a particular examination result the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry supported by the centre.

Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate EAR fee to the centre, and a request will be made to the awarding body on the candidate’s behalf.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre’s decision not to support an enquiry, an internal appeal can be submitted to the centre by completing the **internal appeals form** at least 5 prior to the internal deadline for submitting an EAR.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting an EAR.

Following the EAR 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 EAR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. 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*. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within 5 calendar days of the notification of the outcome of the EAR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of receiving the outcome of the enquiry about 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.

## Internal appeals form

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

- Appeal against an internal assessment decision and/or request for a review of marking
- Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

FOR CENTRE USE ONLY	
Date received	
Reference No.	

<b>Name of appellant</b>		<b>Candidate name if different to appellant</b>	
<b>Awarding body</b>		<b>Exam paper code</b>	
<b>Subject</b>		<b>Exam paper title</b>	

Please state the grounds for your appeal below

*(If applicable, tick below)*

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

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

Appellant signature:

Date of signature:

**This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure**



## **Appendix 4: Policy covering the management of GCSE controlled assessments/NEAs, including risk management and staff responsibilities.**

Candidates must ensure they have fully prepared for each controlled assessment/NEA as directed by their subject teacher.

Heads of Department will ensure all controlled assessments/NEAs are ready for despatch at the correct time. The Exams Manager will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the Exams Office or sent directly to the Awarding Body by the Head of Department.

### **Appeals against internal assessments**

The Centre is obliged to publish a separate procedure on this subject (Esher C of E High School Appeals Procedure), which is available from the Exams Office.

The main points are:

- Students will be informed of their marks in time to instigate an appeal before marks are submitted to the exam board. In most circumstances, this means that marks will be provided to the student approx. 10 working days before the awarding body deadline for receipt of marks.
- Candidates may appeal if they feel their controlled assessment/NEA/coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing according to the Esher High School Internal Appeals Procedure – see Appendix 3: Internal Appeals Procedure.

### **Appeals Procedure**

The Head of Centre (or other nominee) will decide whether the process used conformed to the necessary requirements

The Head of Centre's findings will be notified in writing, copied to the Exams Manager and recorded for awarding body inspection.

## **Appendix 5: Disability policy showing the centre’s compliance with relevant legislation, i.e. Equality Act 2010.**

### **Purpose of the policy**

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre

*“recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010<sup>†</sup>. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.*

*†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”*

[Quote taken directly from chapter 5.4 of the current JCQ publication [General regulations for approved centres](#)]

*This publication is further referred to in this policy as GR.*

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams

### **The Equality Act 2010 definition of disability**

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#)

*This publication is further referred to in this policy as AA.*

### **Identifying the need for access arrangements**

#### **Roles and responsibilities**

##### **Head of centre**

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA.

- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.

### **Senior leaders**

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented.
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.

### **Special Educational Needs coordinator (SENCo) / Specialist Teacher**

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

### **Teaching staff**

- Inform the SENCo of any support that might be needed by a candidate

### **Assessor of candidates with learning difficulties**

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication AA
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures the assessment process is administered in accordance with the regulations
- Support the SENCo in determining the need for and implementing access arrangements
- Leads on the access arrangements process to facilitate access for candidates
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

### **Requesting access arrangements**

### **Roles and responsibilities**

#### **Special Educational Needs coordinator (SENCo)**

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Follows guidance in AA Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre

- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does not meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
  - completed JCQ/awarding body application forms and evidence forms
  - appropriate evidence to support the need for the arrangement where required
  - appropriate evidence to support normal way of working within the centre
  - in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector

### **Exams officer**

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

## **Implementing access arrangements and the conduct of exams**

### **Roles and responsibilities**

#### **External assessments**

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication *Instructions for conducting examinations (ICE)*.

### **Head of centre**

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates

### **Special Educational Needs coordinator (SENCo)**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

### **Exams officer**

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- Ensures exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam

- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- Prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

### **Other relevant centre staff**

- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate. Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate. Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated
- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams

### **Internal assessments**

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

*“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”*

[Quote taken from the JCQ publication [Instructions for conducting non-examination assessments – Foreword, page 3](#)]

### **Special educational needs coordinator (SENCo)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments

- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

### **Internal exams**

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

### **Special educational needs coordinator (SENCo)**

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

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

### **Facilitating access - examples**

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	<p><i>SEnCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Head of Year provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SE nCo; AAO approval for both arrangements not required</i></p> <p><i>Discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Confirm with candidate the information is understood</i></p> <p><i>Head of Year agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with SE nCo / HoY if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>HoY informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	Reader/computer reader  25% Extra time  Separate invigilation within the centre	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p>

		<i>Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment  Confirms with candidate how and when they will be prompted  Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed  Provides height adjustable desk in exam room  Allocates exam room on ground floor near adapted bathroom facilities  Spaces desks to allow wheelchair access  Seats candidate near exam room door  Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room  Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i>