

EXAMS POLICY & CONTINGENCY PLAN



Bishop Challoner
Catholic Secondary School

Key staff involved in the exams policy

Role	Name(s)
Head of centre	John Wright
Exams officer line manager (Senior leader)	Elsbeth MacDonald/Beverley O'Shea
Exams Officer	Amanda Higgins
SENDCo	Clare Oakes
Senior Leaders	Richard Dollimore, Elspeth MacDonald, Beverley O'Shea, Teresa Cripps, Pippa Wingham

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Purpose of the Policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- all aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them

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

This policy will be communicated to all relevant centre staff.

Roles and responsibilities overview

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

The Examinations Officer is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The Head of Centre may not appoint themselves as the Examinations Officer. A head of centre and an examinations officer are two distinct and separate roles.

Head of Centre responsibilities

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. **It is the responsibility of the Head of Centre to ensure that all staff comply with the instructions in this policy.** Failure to do so may constitute malpractice as defined in the JCQ publication *Suspected Malpractice: Policies and Procedures, Procedures, 1 September 2022 to 31 August 2023*:

<https://www.jcq.org.uk/exams-office/malpractice> (ICE Introduction)

Head of Centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - General Regulations for Approved Centres (GR)
 - Instructions for Conducting Examinations (ICE)
 - Access Arrangements and Reasonable Adjustments (AA)
 - Suspected Malpractice - Policies and Procedures (SM)
 - Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)
 - A guide to the special consideration process (SC)

- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
 - maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
 - has in place a written agreement with the third party to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
 - ensures that a copy of the written agreement is available for inspection if requested by the awarding body
 - Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in the same penalties as listed in the previous bullet point
 - Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
 - Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
 - Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
 - Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel

Recruitment, selection and training of staff

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Enables the relevant senior leader(s), the examinations officer (EO) and the SENDCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Appoints SENDCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures that the SENDCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system

Internal governance arrangements

- 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
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO

- Makes sure that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during the examination

Delivery of qualifications

- Delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date laboratory experience, or relevant training where required by the subject concerned

Public liability

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

Security of assessment materials

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
 - the location of the centre's secure storage facility in a secure room solely assigned to examinations which must only be used for the purpose of administering secure examination materials
 - the secure room only contains exam-related material
 - there are two keyholders only, each of whom must fully understand their responsibilities as a keyholder to the secure storage facility
 - access to the secure room and secure storage facility is restricted to the authorised two keyholders and staff approved by the Head of Centre are accompanied by a keyholder at all times
 - appropriate arrangements are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff
 - appropriate arrangements are in place for handling secure electronic materials
 - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
 - that when it is permitted to remove question paper papers from secure storage, and to avoid potential breaches of security, arrangements are in place to carefully check and record that the correct question paper packets are opened
(If it is ever subsequently identified following this check that the wrong question paper packet has been opened, it will be resealed and the incident reported to the relevant awarding body's Malpractice Investigation Team immediately)
- Makes arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ publication *Instructions for conducting examinations*
- Makes arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Allows candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

Malpractice

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during and after assessments have taken place
- Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided

to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication *Suspected Malpractice – Policies and Procedures*

- Ensures irregularities are investigated and informs the awarding bodies of any cases immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately by completing the appropriate documentation
- Ensures irregularities are investigated and informs the awarding bodies of any cases immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately by completing the appropriate documentation

Policies/procedures

- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the Senior Leadership Team to act immediately in the event of an emergency or staff absence)

Exam Contingency Plan

Appendix 1

Lockdown Procedure

Appendix 2

Internal Appeals Procedures (Internal assessment decisions)

- candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing to the Head of Centre who will decide whether the process used conformed to the necessary requirements, the deadline for appeals will be included in the Student Exams Handbook each year.
- the Head of Centre's findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection.

Internal Appeals Procedure (Reviews of Results/Appeals)

- candidates will receive individual results slips on results days in person at the centre.
- enquiries about results 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 Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a review of marking at the candidate's expense.
- if the candidate still wishes to go ahead with the Enquiry About Results (EAR), the school will process the request, at the candidate's expense, as long as there is clear consent from the candidate. The candidate may NOT communicate directly with the Exam Board.
- any further appeal will only be made by the school if there is clear evidence to do so, based on the awarding body's regulations.
- after the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.
- centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- GCSE review of marking cannot be applied for once a script has been returned.

Equalities Policy

- Ensures the centre's equalities policy demonstrating the centre's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements

Appendix 3

Complaints Policy

- The Complaints Policy can be located on the school website:
<http://www.bcs.hants.sch.uk/governors/policies/>

Child Protection/Safeguarding Policy

- The Child Protection and Safeguarding Policies can be located on the school website:
<http://www.bcs.hants.sch.uk/governors/policies/>
- All invigilators are employed by the centre following safer recruitment practice and pre-employment checks
- The centre does not host private candidates

Data Protection Policy

- The Data Protection Policy can be located on the school website
<http://www.bcs.hants.sch.uk/governors/policies/>

Whistleblowing Policy

- The Whistleblowing Policy can be located in the Staff Handbook

Access Arrangements

- Arranging assessment, with a specialist assessor, for candidates who may require access arrangements and ensuring that the specialist assessor is appropriately qualified is the responsibility of the SENDCo.
- Making special arrangements for candidates to take exams is the responsibility of the SENDCo and the exams officer.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer with assistance from SENDCo.
- Rooming for access arrangement candidates will be arranged by the SENDCo and the exams officer.
- Invigilation and support for access arrangement candidates will be organised by the SENDCo with the exams officer.
- The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where the candidate may have an approved access arrangement in place, for example the use of a scribe.

Conflicts of interest

- Ensures the relevant awarding bodies are informed before the published deadline for entries for each examination series of any potential conflict of interest where:
 - a member of centre staff is taking a qualification at the centre which includes internally assessed components/units (noting that being entered by the centre must be as a last resort where unable to find an alternative centre)
 - a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with close relationship to the candidate
- Maintains clear records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where
 - a member of exams office staff has a close relationship to a candidate being entered for exams and assessments at the centre or at another centre

- a member of centre staff is taking a qualification at the centre which does not include internally assessed components/units (noting that being entered by the centre must be as a last resort where unable to find an alternative centre)
- a member of centre staff is taking a qualification at another centre

National Centre Number Register

- Provides contact details and an address to which all correspondence in connection with the administration of examinations and assessments can be directed which must be the registered address of the centre
- Ensures the National Centre Number Register annual update is responded to by the end of October
- Takes responsibility for confirming, on an annual basis, that they are both aware of and adhering to the latest version of the JCQ's regulations. This confirmation is managed as part of the National Centre Number Register (NCNR) annual update
- Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the Head of Centre's declaration, will result in:
 - the centre status being suspended
 - the centre not being able to submit examination entries
 - the centre not receiving or being able to access question papers
 and ultimately, awarding bodies could withdraw their approval of the centre

Centre inspections

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit, and takes all reasonable steps to comply with all requests for information or documentation made by an awarding body or regulatory authority as soon as is practical
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify him/herself with a photo ID card and **must** be accompanied throughout his/her tour of the premises, including inspection of the centre's secure storage facility

Exams Officer

- Understands the contents of annually updated JCQ publications including:
 - General Regulations for Approved Centres
 - Instructions for Conducting Examinations
 - Suspected Malpractice - Policies and Procedures
 - Post-Results Services (PRS)
 - A guide to the special consideration process
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October each year
 - Confirms the details or informs the awarding bodies of any changes to the centre's contact details through the National Centre Number Register
 - Informs the National Centre Number Register Team **immediately** (e-mail address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place
 - (Where it may be applicable) Informs the National Centre Number Register Team no later than 6 weeks prior to moving to a new address or a re-location of the secure storage facility
 - Informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status

- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENDCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials

Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - General Regulations for Approved Centres
 - Instructions for Conducting Examinations
 - Access Arrangements and Reasonable Adjustments
 - Suspected Malpractice - Policies and Procedures
 - Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
 - A guide to the special consideration process
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and ALS lead/SENCo
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Special educational needs and disability co-ordinator (SENDCo)

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - Access Arrangements and Reasonable Adjustments
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Teaching staff

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

Invigilators

- Attend/undertake training (on the current regulations), annual update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate

- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

- Support the EO in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials

Site staff

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

Candidates

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

The exam cycle

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

- planning
- entries
- pre-exams
- exam time
- results and post-results

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

Planning: roles and responsibilities

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ publications including GR, ICE, AA, SM, NEA (and the *Instructions for conducting coursework*) and SC

Exams officer

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

Information gathering

Exams officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of (insert the titles these internal exams are referred to in the centre)

Senior leaders

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

Access arrangements

Head of centre

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments
- Ensures a written process is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures the SENDCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENDCo

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed Personal data consent forms from candidates where required and ensures Data Protection confirmation(s) by the examinations officer or SENDCo are completed.
- Applies for approval through Access arrangements online (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations

Word Processor

- Awarding Word Processors – There are also exceptions where a candidate may be awarded a word processor in exams where he/she 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
- Allocating word processors – Appropriate exam-compliant word processors will be allocated by the IT Department in liaison with the SENDCo and the exams officer. Students will be advised to save their document at the start of the exam, then regularly throughout the exam to ensure work is not

lost. Candidates' work is printed at the end of the exam. The candidate must be present during printing to identify their work

Separate Invigilation

Candidates granted separate invigilation within the centre meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Candidates will be assigned to exam rooms to ensure that barriers to assessment are removed so preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties.

A candidate's additional needs are determined by the SENDCo, and can be supported by a doctor / educational psychologist / specialist teacher. The SENDCo will retain a copy of evidence of the Specialist Teacher's qualifications.

The SENDCo records the additional needs on the centres SEN Student Access Arrangement document.

The SENDCo will inform subject teachers of candidates with additional needs who are embarking on a course leading to an exam, and the date of that exam. The SENDCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

Senior Leaders, Teaching staff

- Support SENDCo in determining and implementing appropriate access arrangements/reasonable adjustments
- Provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre

Controlled assessments, coursework and non-examination assessments

- Ensures arrangements are in place to co-ordinate and standardise all marking of centre- assessed components and ensures that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (including where relevant, private candidates)
- Ensures that teaching staff, in accordance with awarding bodies' instructions, return all subject-specific forms by the required date
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Ensures an internal appeals procedure relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- Ensures a non-examination assessment policy is in place GCSE qualifications which include components of non-examination assessment

Non-examination Assessment Policy

Appendix 4

- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement

Senior Leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering reformed GCSE specifications (which include components of non-examination assessment) follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body and JCQ
- Ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ Information for candidates documents that are annually updated

Invigilation

Head of centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times

Exams officer

- In conjunction with the School Business Manager recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- In conjunction with the School Business Manager collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them

- Provides training for new invigilators on the current instructions for conducting examinations and an annual update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events

Entries: roles and responsibilities

Final entries

Exams officer

- Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs HoDs of subsequent deadlines for making changes to final entry information without charge
- Confirms with HoDs final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

Senior leaders

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

Entry fees

- The centre will pay all normal exam fees on behalf of candidates, this is budgeted for using numbers on role, numbers of subjects being examined.

Late entries

Exams officer

- Has clear entry procedures in place to minimise the risk of late entries
- Late entry or amendment fees are paid by departments.
- Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies

Senior leaders

- Minimise the risk of late entries by
 - following procedures identified by the EO in relation to making final entries on time

- meeting internal deadlines identified by the EO for making final entries

Re-sit entries

- the centre does not enter former students for re-sits in November or at any other examination session.

Candidate statements of entry

Exams officer

- Provides candidates with statements of entry for checking

Teaching staff

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

Candidates

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

Pre-exams: roles and responsibilities

Access arrangements and reasonable adjustments

SENDCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments 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
- 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
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)

Briefing candidates

Exams officer

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency day awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ information for candidates documents
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
 - exam timetable clashes
 - arriving late for an exam
 - absence or illness during exams
 - what equipment is/is not provided by the centre
 - food and drink in exam rooms
 - unauthorised items in exam rooms
 - when and how results will be issued and the staff that will be available
 - the post-results services information and how the centre will deal with requests from candidates
 - when and how certificates will be issued

Access to Scripts, Reviews of Results and Appeals Procedures

- On results day candidates will be provided with information about obtaining re-marks, requesting scripts and the appeals process.

Dispatch of exam scripts

Exams officer

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

Estimated grades

Senior leaders

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

Exams officer

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

Internal assessment and endorsements

Head of centre

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

SENDCo

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

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

Senior leaders

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre

- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

Invigilation

Exams officer

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations appointment and updates experienced invigilators on an annual basis of any regulation changes and any changes to centre-specific processes
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates

SENDCo

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

Invigilators

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

JCQ Centre Inspections

Exams officer or Senior leader

- Will accompany the Inspector throughout a visit

SENDCo or relevant Senior leader (in the absence of the SENDCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify the identity of all candidates

Candidate Identification Procedure

- Member of the SLT calls candidates into exam rooms in seating order
- Exam cards with name, photo and candidate number are placed on exam desk as per the seating plan, these are checked by the invigilators
 - Ensures invigilators are aware of the procedure
 - Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

Invigilators

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

Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times. Are only two, each of whom must fully understand their responsibilities as a key holder to the secure storage facility
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Liaises with the relevant member of the Senior Leadership Team on the centre's policy on the use of word processors in examinations
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers)

Reception staff

- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transferal to the secure storage facility

Teaching staff

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with SENDCo regarding rooming of access arrangement candidates

SENDCo

- Liaises with the EO regarding rooming of access arrangement candidates

- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Site staff

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

Alternative site arrangements

Exams officer

- Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site arrangement notification using CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Transferred candidate arrangements

Exams officer

- Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

Internal exams

Exams officer

- Prepares for the conduct of internal exams under external conditions
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation

SENDCo

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

Teaching staff

- Provide exam papers and materials to the EO
- Support the SENDCo in making appropriate arrangements for access arrangement candidates

Exam time: roles and responsibilities

Access arrangements

Exams officer

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

Candidate absence

Candidate Absence Policy

- If a candidate experiences difficulties during the examination period (e.g. illness, injury, personal problems) they are to inform the centre at the earliest possible point.
- Only in 'exceptional circumstances' are candidates allowed special consideration for absence from any part of an examination. Medical or other appropriate evidence is obtained on the day by the candidate/parent and must be given to the EO without delay.
- An application will be made for special consideration.
- For the award of a grade by special consideration, where a student misses part of an examination through illness or personal misfortune, a minimum of 25% of the examination (including coursework) must have been completed.
- Misreading the timetable will not be accepted as a satisfactory explanation of absence.

Invigilators

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

Candidates

- Are re-charged relevant entry fees for unauthorised absence from exams

Candidate behaviour

See *Irregularities* below.

Candidate belongings

See *Unauthorised items* below.

Candidate late arrival

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

Invigilators

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

Candidate Late Arrival Policy

- Provided candidates are not more than 1 hour late after the published starting time of papers which is 9.00 a.m. for morning exams and 1.30 p.m. for afternoon exams, it may still be possible for them to sit the examination.
- Candidates should get to the centre as quickly as possible and report to Reception.
- A member of staff will escort the candidate to the exam room. They must not enter an examination room without permission after an examination has begun.
- Candidates should be aware that if they start the exam more than 30 minutes after the published centre starting time, the centre must inform the exam board, and it is possible that the Board may decide not to accept the candidates work.

Conducting exams

Head of centre

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

Exams officer

- Ensures exams are conducted according to JCQ and awarding body instructions
- Ensures each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

Dispatch of exam scripts

Exams officer

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

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this additional/second check is recorded
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

Exam rooms

Head of centre

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

Food and Drink Policy (Exams)

- No food or drink (except for a small bottle of water, with the labels removed) is allowed in the exam room.
- Exceptions may be made, with prior approval, for medical conditions, e.g. diabetes.

Leaving the Examination Room Policy

- It is a requirement of the exam boards that candidates must stay in the examination room for at least one hour after the published start time of the exam (or for the duration of the exam if it is less than one hour). It is not the school's policy to allow candidates to leave the exam room early, as this is disruptive to other candidates. A candidate may not leave the examination room without the permission of the invigilators.
- If it is absolutely necessary for a candidate to use the toilet the candidate can raise their hand. They will be escorted by an invigilator and they will not be allowed any extra time.

Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

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

Emergency Evacuation Procedure

The invigilators have been instructed of the following procedure:

- Stop the candidates from writing
- Collect Attendance Register and evacuate the room
- Advise candidates to leave all question papers and scripts in the exam room
- Candidates should leave the room in silence
- Lock the doors
 - Take the candidates from the Sports Hall to the far end of the playing field. Candidates in access arrangement rooms should be taken to the courts area as normal, but should remain segregated from the other pupils.
 - Supervise the candidates as closely as possible to make sure there is no discussion about the exam
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the exam
 - 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 exam
- Make a full report of the incident and of the action taken

Site staff

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

Invigilators

- Conduct exams in every exam room according to JCQ Instructions for conducting examinations and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of centre

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

Managing Behaviour Procedure

The centre's Behaviour Management Policy applies during the exam period

- Disruptive candidates are dealt with in accordance with JCQ guidelines.
 - Candidate will be warned by an invigilator
 - Candidate advised that they may be removed from the room
 - Awarding body informed
 - Awarding body may decide to penalise which could include disqualification from the exam/qualification
 - Invigilator will record the events

The centre will follow JCQ's policy and practice in relation to alleged, suspected and actual malpractice and maladministration.

Senior leaders

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

Exams officer

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

Invigilators

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

Malpractice

See *Irregularities* above.

Special consideration

Senior leaders

- Provide signed evidence to support eligible applications for special consideration

Exams officer

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline

Special Consideration Policy

- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the exams officer, or the exam invigilator, to that effect.
- The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.
- The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Unauthorised items

Candidates are only permitted to bring the following in to an exam room:

- For most exams at least 2 pens (black ink only).
- For Science 2 x HB pencils.
- For Mathematics pencils must be used for diagrammatic work.
- For some exams a calculator (Maths/Science), 30cm ruler (marked with cm and mm), pencil sharpener and rubber, compasses, protractor/angle measurer, coloured pencil crayons (not gel pens),

Candidates are responsible for providing their own equipment for examinations. They must not attempt to borrow equipment from another candidate during the examination

- Being in possession of a mobile 'phone (or any other electronic communication device, e.g. iPod, watch, MP3 player, headphones) is regarded as cheating and is subject to severe penalty from the awarding bodies.
- All mobile telephones and watches must be stored in the candidate's bag or handed in to one of the invigilators before they enter the exam room. They will be put in a plastic tub, which will be stored in the locked container.

Invigilators

- Are informed of the arrangements through training

Internal exams

Exams officer

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

Invigilators

- Conduct internal exams as briefed by the EO

Results and post-results: roles and responsibilities

Internal assessment

Senior leaders

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

Managing results day

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensures senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

Accessing results

Head of centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

Exams officer

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

Post-results services

Head of centre

- Ensures an internal appeals procedure is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

Exams officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above Briefing candidates and Access to Scripts, Reviews of Results and Appeals Procedures)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (after the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Teaching staff

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

Candidates

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

Analysis of results

Assistant Head - responsible for curriculum

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre) <https://tableschecking.education.gov.uk>

Certificates

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

- Certificates are only issued to the candidate or their nominated representative by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates
- Any certificates not collected by the candidate within a year (two reminders will be issued with a deadline for collection) will be confidentially destroyed.

Candidates

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle

Senior leaders

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

Retention of records: roles and responsibilities

Exams officer

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy

Appendix 1

Exam Contingency Plan

Introduction

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

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

This plan also confirms Bishop Challoner Catholic Secondary School compliance with JCQ's **General Regulations for Approved Centres** (section 5.3) that the centre has 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 staff absence. 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.

Causes of potential disruption to the exam process

1. Exams 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 exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *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*
 - 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*
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration.
 - **Candidates scripts not dispatched as required 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

Centre Actions

- School Business Manager to act as a deputy, using processes and information from The Exams Office, information in the process folder in Exams folder and SIMS documentation, to complete tasks.
- Support from Exams Officer network group.
- Support from OCR Emergency EO Contingency Service – phone Service Desk and quote “Emergency Exams Officer”
- Source alternative venues/facilities

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

Criteria for implementation of the plan

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

- Planning
 - candidates not tested/assessed to identify potential access arrangement requirements
 - 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
 - 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:

- *Learning Support Assistant responsible for exam process/access arrangements to work closely with the SENCO and Exams Officer during the planning, pre-exams and exam period to ensure continuity.*

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

Criteria for implementation of the plan

Key tasks not undertaken including:

Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

- Final entry information not provided to the exams officer on time; resulting in:
- Candidates not being entered for exams/assessments or being entered late
- Late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- *Subject heads to work closely with all departments colleagues to ensure that data is continually updated and ready for deadlines.*
- *Appointed SLT member responsible for line managing individual departments to have overview for candidate entries.*

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

Criteria for implementation of the plan

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

Centre actions:

- *Phased and early recruitment to ensure sufficient staff members.*
- *Thorough training of Invigilators and staff involved with exams.*
- *Other school staff trained for emergency situations.*

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

Criteria for implementation of the plan

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

Centre actions:

- *If the Sports Hall cannot be used due to an unexpected incident, consider remote learning for selected year groups and using rooms in Pope Francis, School Hall and Romero as Exam rooms.*
- *If the main school buildings cannot be used, source alternative venues/facilities, such as local schools, church halls and community centres. Cranbourne School, Wessex Close Basingstoke are our contingency partners in the event of an emergency.*

6. Cyber-attack

Refer to Section 9 Protection from cyber attacks in the ICT and Internet Acceptable Use Policy

ICT and Internet Acceptable Use Policy can be located in the Staff Handbook

7. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time
- Unable to connect to network for regular backups of scripts being completed in Read/Write software on word processors.

Centre Action:

- *SLA in place for prompted resolution of MIS failure*
- *Contact with awarding bodies to identify alternative solutions*

8. 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 Action:

- *Centre to communicate with parents, carers and students about the disruption to teaching time and provide appropriate work via the school website and Show my Homework.*
- *Source alternative venues/facilities.*

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

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations due to personal crisis

Centre Action

- *Centre will communicate with relevant awarding organisation to make them aware of the issue.*
- *Centre will then communicate solutions to parents/carers and candidates.*

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

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre Action

- *Centre to inform awarding organisation of examinations to be affected.*
- *Look where possible to provide alternative provision at other local schools, community centres and church halls. Cranbourne School, Wessex Close Basingstoke are our contingency partners in the event of an emergency.*

11. 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 action:

- *Centre to discuss alternative delivery of papers to the centre.*

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

Centre action:

- *Centre will communicate and organise alternative arrangements for delivery of scripts.*

13. 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:

- *Immediate communication to be made with relevant awarding body.*
- *Students, parents and carers to be informed by letter.*

14. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions:

- *Centres to contact awarding bodies and discuss alternative means of distribution.*
- *Source alternative venues/facilities.*

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ

General regulations

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

Guidance on alternative site arrangements

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

Instructions for conducting examinations

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

A guide to the special consideration process

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

GOV.UK

Ofqual three-country guidance on what schools and colleges and other centres should do if exams or other assessments are seriously disrupted

<https://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>

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

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

DfE guidance on dealing with disruption to teaching and learning
<http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severe-weather>

Appendix 2

Lockdown Procedure

Contents

The purpose of these procedures is to provide instructions for staff in the event of an incident that requires whole school lockdown. These instructions should be read in conjunction with the school Lockdown Procedure and Policy, fire evacuation instructions, the school safeguarding policy and Critical Incident and Disaster Recovery Plan

Lockdown Procedures

The intermittent ringing of the class change bell is used to alert the school community to an attack.

- If you hear this alarm, take the following actions:
- Lock the doors and close any window blinds (where applicable).
- Stop the Candidates from writing and tell them to close their question papers.
- Advise candidates to leave all question papers and scripts on their desk.
- Advise candidates sit quietly out of sight (e.g. under desk or around a corner).
- Remind candidates they must not communicate with each other and encourage them to remain calm.
- Supervise the candidates as closely as possible to make sure there is no discussion about the exam.;
- If it is necessary to evacuate the building, the fire alarm will be sounded. In this instance, follow the emergency evacuation procedures.
- Staff and pupils remain in lockdown until it has been lifted by a senior member of staff or the Emergency Services When this happens, advise candidates to return to their desks in silence.
- Restart the exam.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the exam.
- Make a full report of the incident and of the action taken.

Appendix 3 Equalities Policy

<https://www.bcs.hants.sch.uk/wp-content/uploads/2018/04/Accessibility-plan-disability-equality.pdf>

Appendix 4

Non-Examination Assessment Policy

Purpose of the policy

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

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments

What are non-examination assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.”

Outline of staff responsibilities - GCSE non-examination assessment

Senior leadership team

- Accountable for the safe and secure conduct of non-examination assessments (NEAs). Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule NEAs.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/problems over the timing or operation of NEAs.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for NEAs.

Heads of department

- Decide on the awarding body and specification for a particular GCSE.
- Ensure the exams officer is provided with relevant entry codes for subjects to the internal deadline for entries.
- Ensure NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to NEAs.

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- Understand and comply with the awarding body specification for conducting NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Make candidates aware of the criteria used to assess their work
- Ensures candidates are aware of the 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 documents *Information for candidates*
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Submit marks through the exams officer to the awarding body by the internal deadline, keeping a record of the marks awarded.
- Store candidates' work securely between assessment sessions (as defined in *NEA 4.8*). Take sensible precautions when work is taken home for marking.
- Inform candidates of their marks which could be subject to change by the awarding body moderation process.
- Provide the moderation sample to the exams officer to the internal deadline and include authentication of candidates' work, confirmation.
- Post-completion, store candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- Ask the special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Liaise with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component.
- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments.

Exams officer

- Signposts the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant center staff
- Enter students for exam specification before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Input and submit marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline
- Where candidates' work must be dispatched to an awarding body's examiner, ensure the completed attendance register accompanies the work.
- Dispatch the work to the awarding body's instructions by the required deadline.
- Submit the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted or confirm with Subject teacher that the moderation sample has been submitted to the awarding body deadline.
- Where a candidate is eligible, submit an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.

SENDCo

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

Management of risks associated with non-examination assessments

Risks and issues	Possible remedial action	
	Forward planning	Action
Timetabling		
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects	Plan dates in consultation with school calendar – negotiate with other parties
Too many assessments close together across subjects	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes
Accommodation		
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct NEA	Use more than one classroom or multiple sittings where necessary
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / school facilities	
Downloading awarding body set tasks		
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment
Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again

Risks and issues	Possible remedial action	
	Forward planning	Action
Task setting		
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification*	Seek guidance from the awarding body
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Set task accessed well in advance to allow time for planning, resourcing and teaching	Course information issued to candidates contains details when set task will be issued and needs to be completed by.
Control levels for task taking		
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	SENCO to ensure all staff are aware of candidates' access arrangements.	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate
A candidate is absent on the day of the examiner visit for an acceptable reason		Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate. If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate.

Risks and issues	Possible remedial action	
	Forward planning	Action
Supervision and feedback		
Teaching staff do not understand supervision of NEAs is their responsibility	Ensure teaching staff understand nature of NEAs and their role in supervision	
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work or during the task-taking stage	<p>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</p>	<p>Candidate confirms/records advice and feedback given prior to starting on their work.</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</p>
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates	<p>Records confirm all candidates understand the marking criteria</p> <p>Candidates confirm/record they understand the marking criteria</p>
Candidate does not reference information from published source or does not set out references as required	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment</p> <p>Candidate is again referred to the JCQ document</p> <p>Information for candidates: non-examination assessments</p>	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion
Candidate joins the course late after formally supervised task taking has started		A separate supervised session(s) is arranged for the candidate to catch up

Risks and issues	Possible remedial action	
	Forward planning	Action
Marking		
Teaching staff marking descriptions incorrectly	Ensure appropriate training and practising of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure
A candidate submits little or no work		Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body. Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body.
A candidate is unable to finish their work for unforeseen reason or the work of a candidate is lost or damaged.		Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed	Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course	Marked work of said child is submitted for moderation whether part of the sample requested or not
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body	Records confirm candidates have been informed of their marks

Risks and issues	Possible remedial action	
	Forward planning	Action
Standardisation		
Centre does not run standardisation activity as required by the awarding body	Plan when and how standardisation will be conducted in line with the awarding body requirements for standardisation.	Check with the awarding body whether a later standardisation event can be arranged.
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body
Authentication		
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season
Deadlines		
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body
An extension to the deadline for submission of marks is required for a legitimate reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension	Awarding body is contacted to determine if an extension can be granted
Security of materials		
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces

* All tasks whether set by the awarding body or the school must be developed in line with the requirements of the specification.