



## **Examination and Controlled Assessment Policy**

### **Approval and review**

This policy is the responsibility of: Headteacher

This policy was approved by the Local Governing Body on:

24 November 2020

This policy was reviewed by the Headteacher and

amended to add reference to conflicts in section 1b, and

was approved by the Chair of the Governing Body on 11 May 2021

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## **1. Responsibilities**

### **a) Head of Centre**

Overall responsibility for the school as an exam centre:

- Advises on appeals and re-marks.
- Is responsible for ensuring that all alleged, suspected or actual incidents of malpractice are reported to the awarding bodies. Refer to the JCQ publication 'Suspected Malpractice in Examinations and Assessments'.
- Ensuring that all staff comply with the instructions contained in the Instructions for Conducting Examinations (ICE) guidance as published by the JCQ.
- Is responsible for the appropriate recruitment of teaching staff.
- Is responsible for ensuring local health and safety rules are complied with and for ensuring there is adequate Public Liability cover in place.

### **b) Exams officer**

Manages the administration of public and internal exams by:

- Advising the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.
- Ensuring that candidates and their parents are informed of, and understand, those aspects of the exam timetable that will affect them.
- Consulting with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Providing detailed data on estimated entries.
- Receiving, checking and storing securely all exam papers, completed scripts and other materials.
- Administering access arrangements and making applications for special consideration using the JCQ access arrangements, reasonable adjustments and special considerations regulations.
- Identifying and managing exam timetable clashes.
- Account for income and expenditures relating to all exam costs/charges
- Organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Submitting candidates' coursework, controlled assessment and non-examination assessment marks.
- Arranging for dissemination of exam results and certificates to candidates and forwarding, in consultation with the SLT, any requests for post-results services.
- Maintaining systems and processes to support the timely entry of candidates for their exams.
- Recording and reporting any conflicts of interest of centre staff to the relevant exam boards in accordance with their requirements.
- Implementing necessary mitigation for any conflicts identified, and recording how this has been done.

**c) SLT Member Responsible for examinations**

- Ensures that decisions on whether a candidate should not take an individual subject will be taken in consultation with the parents/carers, SENCO, heads of subject.
- Liaises with CTLs and the exams officer to publish a timetable of internal exams and related dates that are scheduled throughout the academic year.

**d) SENCO**

- Administration of access arrangements.
- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.
- Identification of students who require either separate invigilation or invigilation in a smaller room.
- Identify students who have a need to use a word processor (see appendix 4).

**e) Lead invigilator/invigilators**

- Collection of exam papers and other material from the exams office before the start of the exam.
- Follow JCQ instructions for conducting examinations and maintain the correct atmosphere within the exam room.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.
- Report all incidents of malpractice to Exams Officer.

**f) Candidates**

Take responsibility for their own exam arrangements, including:

- Confirmation and signing of entries.
- Ensuring that they arrive in good time and fully prepared for each exam.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Understand and follow JCQ examination regulations during all examinations.

**2. Exam seasons and entries**

External exams are scheduled in May and June. Some vocational exams may take place at other times of the year.

**a) Exam entries**

The centre may accept entries from external candidates.

**b) Late entries**

Entry deadlines are circulated to subject leads via email. Late entries are to be authorised by SLT.

**c) Consortium entries**

For consortium exams the exams officers in the schools concerned will liaise to ensure that the process is carried out efficiently and effectively. In general, the exams officer in the school that hosts the course will be responsible for all administrative arrangements concerning that course.

**3. Exam fees**

- a) The centre will pay all normal exam fees on behalf of candidates.
- b) Late entry or amendment fees are paid by curriculum teams where the change is the result of a decision made by that team.
- c) Candidates who do not attend exams for which they have been entered or who fail to meet essential coursework requirements will be asked to pay the full fee for the subject concerned.
- d) Candidates or teams 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.

**4. The Equality Act 2010, special needs and access arrangements**

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled. All staff have a responsibility to comply with school requirements to ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

**a) Special needs**

A candidate's additional needs requirements are determined by the SENCO who will consult with experts (medical/ educational psychologist / specialist teachers) as appropriate.

The SENCO will liaise with the exams officer, subject leaders and subject teachers to ensure that the needs of candidates with additional educational needs are met. The SENCO will then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

**b) Access arrangements**

Making access arrangements for candidates to take exams is the responsibility of the SENCO and the exams officer. Access arrangements are agreed before an assessment.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO and exams officer.

Rooming for access arrangement candidates will be arranged by the exams officer.

Invigilation and support for access arrangement candidates will be organised by the exams officer in conjunction with the SENCO.

## **5. Managing invigilators and exam days**

### **a) Managing invigilators**

External invigilators will be used for external exams.

The recruitment of invigilators is the responsibility of the exams officer and the HR Manager.

Securing the necessary DBS clearance for new invigilators is the responsibility of the HR Manager.

DBS fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the exams office.

Invigilators' rates of pay are set by the finance team.

### **b) Exam days**

The exams officer will book all exam rooms and make the question papers, other exam stationery and materials available for the invigilator.

The exams officer will liaise with the site team to ensure that the allocated rooms are set up for an exam and with the ICT staff to ensure that any ICT requirements are met. Additionally, for online exams technical staff must be available during the exam session.

The Exams Officer or designated invigilator will start all exams in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers in front of candidates or removed from the exam room before the end of a session. Papers will be distributed to curriculum teams after the awarding body's published finishing time or later if a candidate is sitting the exam in a later session (due to a timetable clash).

In the event of a subject related issue during an exam, the exams officer will contact staff and the awarding body as appropriate.

Teaching staff may be present at the start of the examination away from the exam rooms to assist with identification of candidates, but must not advise on which questions are to be attempted or remain present during the examination. Candidates are further identified in the exam room by the use of photograph ID cards using the most current photograph available. Should a candidate not have a photograph available, school staff will be available for identification purposes.

Candidates are permitted to bring water into the examination room. This should be in a clear bottle with no labels. Candidates are not permitted to bring food into the examination room unless it is for medical reasons, and if required this should be in a clear container with no wrappers or labels. If food is required for medical reasons candidates should discuss this with the examinations officer in advance of the examination season.

## **6. Candidates, clash candidates and special consideration**

### **a) Candidates**

The centre will publish rules on acceptable dress, behaviour and candidates' use of mobile phones, MP3/4 players, smartwatches and all other electronic/web enabled devices before each exam period. These rules apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates will be dealt with in accordance with JCQ guidelines.

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

The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

### **b) Clash candidates**

The exams officer will be responsible as necessary for supervising clash candidates, including breaks, escorts, identifying a secure venue and arranging overnight stays.

### **c) Special consideration**

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 note from the candidate's doctor.

The exams officer will apply for special consideration to the relevant awarding body within seven days of the exam where appropriate.

## **7. Review of marking and centre assessed marks**

### **a) Coursework and controlled assessments**

Candidates who have to prepare coursework, controlled assessments or non-examination assessments should do so by the end of the course or earlier if there is a specific date for coursework completion. The school will set a completion date to help candidates with their preparation for exam success.

Subject leaders will ensure that they are familiar with the JCQ Instructions and awarding body requirements for controlled assessments, non-examination assessments and that all materials related to them are kept under secure conditions. Coursework must be ready for despatch at the correct time. The exams officer will keep a record of what has been sent when and to whom.

Marks for all centre assessed work are provided to the exams office by the heads of subject who will keep records of this information.

**b) Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework,**

**I. GCE and GCSE non-examination assessments)**

- II. Five Acres High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject specific associated documents.
- III. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Five Acres High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- IV. Five Acres High School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- V. Five Acres High School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- VI. Five Acres High School will, having received a request for copies of materials, promptly make them available to the candidate.
- VII. Five Acres High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- VIII. Requests for reviews of marking must be made in writing.
- IX. Five Acres High School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- X. Five Acres High School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- XI. Five Acres High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- XII. The candidate will be informed in writing of the outcome of the review of the centre's marking.
- XIII. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
- XIV. After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Five Acres High School and is not covered by this procedure.

## **8. Results, enquiries about results (EARs) and access to scripts (ATS) a)**

### **Results**

Candidates will receive individual results slips on results days either in person at the centre or by post to their home address.

Arrangements for the school to be open on results days are made by the head of centre.

The provision of staff on results days is the responsibility of the head of centre.

### **b) Enquiries about results (EARs)**

Information about post-results services, procedures, dates and fees will be made available to staff and candidates. Staff will be available on results days to provide information and advice.

EARs may be requested by centre staff or candidates if there are 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 re-mark at the centre's expense. Candidates and parents can request an EAR or other service at their own expense.

All requests must be made through the centre and candidates must give written consent for any enquiry to proceed.

Should a candidate insist on a Review at any stage when Five Acres High School disagree with the decision, the candidate will be responsible for payment of the review prior to submission to the board. Should the appeal be successful a refund of the fee will be due to the candidate.

### **c) Access to scripts**

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.

Any fee is to be paid by the person/ group requesting the return of the script.

## **9. Certificates**

Certificates are collected from school during November/December following the summer exams. Candidates will be notified of the dates when they are able to collect certificates.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

Certificates that are not collected will be posted (where possible).

The centre will retain certificates for three years in instances where they have not been able to be issued.



### **Appendix 1 - Five Acres High School Contingency Plan for Examination Administration**

This plan is a requirement of JCQ General Regulations for Approved Centres which states:

“The Centre agrees to have in place a written contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the SLT to have a robust contingency plan in place, minimising risk to examination administration should the examination officer be absent at a crucial stage of the examination cycle”.

“The plan ...should also reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.”

In putting together this plan, due consideration has been given to the guidance provided by Ofqual – <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northernireland>

Contingency Scenario	Actions to be taken	Persons Responsible
Disruption of teaching time centre closed for a significant period of time	Identify alternative centre for educational provision e.g. other Greenshaw Learning Trust school/academy, Gloscol or another school with Capacity – Forest High School or Dean Academy. Prioritise education of those students facing public examinations in near future. Ensure clear communication with students/parents/staff	Headteacher
Students unable to attend examinations because of a crisis e.g. sickness bug	Liaise with students about possibility of sitting examinations at an alternative venue Apply to awarding body for special consideration Offer students an opportunity to sit missed exams at next available opportunity	Examination Officer

<p>Disruption in distribution of examination papers</p>	<p>Ensure that centre communicates quickly and efficiently with Awarding Body to ensure that replacement papers can be sent</p>	<p>Examination Officer</p>
	<p>Ensure secure electronic means of communication is in place</p>	
<p>Disruption to transportation of completed examination papers</p>	<p>Seek advice from awarding organisations about collection Ensure secure storage of examination papers whilst awaiting transportation Do not make alternative arrangements for transportation without expressed approval of awarding organisation</p>	<p>Examination Officer</p>
<p>Centre unable to open as normal for scheduled examination</p>	<p>If possible, only open for examination candidates Use alternative venues as above Communicate with students/parents/staff and awarding bodies Apply for special consideration for candidates if unable to take exams and/or students take exams at next available opportunity</p>	<p>Headteacher  Examination Officer</p>

Examination evidence not available to be marked – e.g. fire at centre destroys completed scripts	Communicate with awarding body at earliest possible moment to ascertain if they can generate an award for students based on other exam components Offer opportunity to re-sit examination at next available opportunity	Examination Officer
Centre unable to download or distribute results as normal due to closure	Identify alternative venue and communicate clearly with all stakeholders	Headteacher to identify venue Examination Officer to communicate  ICT support in place on results days
	Ensure ICT support available to remedy any downloading issues	
Examination Officer incapacitated	Centre ensures that another colleague is trained and prepared to stand in for examination officer if required	Member of SLT with Line Management responsibility for exams and assessments
ICT System failure	Ensure that back up in place if ICT system fails – liaise with another school using similar system	Headteacher to liaise with another school to ensure that back up in place if system fails
Emergency evacuation of the examination room	Students to be evacuated following the evacuating procedures which ensure that examination conditions are maintained. Procedures to be covered during invigilator training by Exams Officer.	Invigilators and Exams Officer.
Internal governance arrangements should the Head Teacher be incapacitated	In line with the changes to JCQ General Regulations. Wider SLT to be aware of exams policies and protocols and be prepared to deputise. Senior member of GLT Shared Services to be	Headteacher.  Examinations Officer to circulate copies of JCQ General Regs and Instructions for

	<p>contacted to advise as per the Wider Opening Policy.</p>	<p>Conducting Examinations to all SLT.</p> <p>Please refer to Appendix 5 for more details.</p>
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### Summary of key responsibilities

1. Headteacher to ensure alternative venues in place and stand-by examination officer is identified and trained and that students are prepared properly for examinations
2. Examination Officer (EO) to ensure that clear lines/methods of communication are in place and to support training of stand in colleague
3. EO ensures examinations are taken under the conditions prescribed by awarding organisations
4. EO ensure that exam materials are stored securely
5. EO ensures that submission for special consideration are made in a timely manner and meet the requirements of awarding bodies
6. EO liaises with awarding bodies in event of issues relating to transportation of exam papers 7. EO ensures that the post result service meets identified timetable

## **Appendix 2 -The successful operation of controlled assessment/non-examination assessments**

### **Staff responsibilities:**

#### **SLT**

- Accountable for the safe and secure conduct of controlled assessments + non-examination assessments
- Will co-ordinate with teaching staff to schedule controlled assessments taking into account requirements for ICT rooms, trips, school events etc.
- Arrange for dates to be added to school calendar and circulated to staff and parents
- Create an appeals policy for controlled assessments + non-examination assessments

#### **Subject Leaders**

- Decide on the awarding body and specification for their subject
- Standardise the marking of all teachers involved in assessing controlled assessment + non-examination assessments
- Ensure that all teachers in the department understand their responsibilities regarding controlled assessment
- Ensure that all teachers in the department understand the requirements of the specification and any subject specific instructions
- Produce plan of dates/times to conduct controlled assessments + non-examination assessments, taking into account room requirements and alternative sessions for absent candidates
- Comply with awarding bodies arrangements for monitoring and delivery of non-examination assessments

#### **Teaching Staff**

- Understand and comply with general guidelines and awarding body instructions for conducting controlled assessments (*see JCQ Instructions for conducting controlled assessments / Instructions for conducting nonexamination assessments*)
- Obtain confidential materials/tasks set by awarding bodies in time to prepare for the assessment and ensure that these are stored securely at all times
- Liaise with SENCO to provide access arrangements for those students who are entitled to them
- Supervise assessments at the specified level of control. Under high control, students will be in exam conditions with no access to e-mail, internet or mobile phones. They will be supervised at all times and any related display material in the room must be removed or covered.
- Keep a record of the date, time, member of staff and students attending each session of a controlled assessment or non-examination assessments
- Store students' work securely between assessment sessions in a locked cabinet or office, including work stored on memory sticks or recordings
- Ensure that students and assessors sign authentication forms on completion of the assessment
- Mark work and submit marks to the exam board when required
- Store students' work securely until after the closing date for enquiries about results (September following end of Year 11)

#### **Exams Office**

- Enter students for assessments
- If confidential materials are sent directly to the exams office, to be responsible for receipt, safe storage and transmission of the materials
- Collect and send marksheets to the awarding bodies by the deadlines

**SENCO**

- Work with teaching staff to provide support staff and to ensure access arrangements are covered.

### Appendix 3 - Controlled Assessment Risk Management Process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	CTLs
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	CTLs
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary Book Hall if necessary and ask site staff to set up desks	CTLs and staff
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Use resource/room booking system	CTLs and staff

Insufficient / faulty equipment for recording arrangements	Plan ahead to ensure equipment is booked and IT technicians have checked it in advance of test dates.	Book equipment, with spare capacity in case of problems.	CTL / staff / IT technicians
<b>Downloading awarding body set tasks</b>			
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	CTLs/subject staff
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Exams officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates Allow time for catch up session/s	Keep accurate attendance register Set up alternative date/s	CTLs/subject leaders
Candidates join the school during Key Stage 4 when all or part of controlled assessment has been completed	Contact previous school to find out what candidate has done there Plan for candidate to catch up if possible	Collect any controlled assessments from previous school	Exams officer/ CTL
<b>Control levels for task taking</b>			



The 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 CTL to ensure all staff are aware of requirements	CTLs
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	CTL
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Exams officer to circulate JCQ Instructions to all subject leaders	Exams officer
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification	Staff to arrange cover with Exams Officer	Exams officer

Not all GCSE controlled assessments will require the completion of a study diary or study plans

<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	CTLs/Exams officer

Assessments have not been moderated in line with the awarding body's specification	CTLs to check specification and plan required moderation appropriately	Seek guidance from the awarding body	CTLs
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	CTL/Exams officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	CTL/Exams officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course (locked cabinet or cupboard in each department)	Find alternative storage within the centre Liaise with site manager	Site manager

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

## Deadlines

Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline  Seek guidance from awarding body on further action	Teaching staff  Exams officer
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork and moderation (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body  CTLs to ensure deadlines are met, using assessment calendar	CTLs/Senior Leadership team
Deadlines affected by staff absence	Curriculum teams to keep work and paperwork in central location so that another member of staff could take over	Curriculum teams to share information	CTLs and staff
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign on completion of task  Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	CTLs and staff

Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature  Ensure authentication forms are signed as work is marked	CTL/Exams officer
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking using awarding body's CPD, either online or attending meetings  Plan for sampling of marking during the practice phase	Arrange for re-marking  Consult the awarding body's specification for appropriate procedures	CTL
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	CTL/Exams Officer

#### Appendix 4 – Exam Access Arrangements Word Processor Policy

A word processor cannot be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor MUST reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

This list helps to identify candidates who would benefit from the use of a word processor, although it is not exhaustive;

- A learning difficulty which has a substantial and long-term adverse effect on the ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisation problems when writing by hand
- Poor handwriting

A word processor will be provided with the spelling and grammar checkers and predictive text facility switched off. WordPad is the software installed on word processors used for examination purposes. Word processors will be in good working order at the time of the examination.

Candidates must not use their school log-in on a school computer for exams.

Students will be provided with a log-in or will have been logged into the computer before the start of the examination.

Candidates must not use their own computer/laptop for exams.

It is the responsibility of the candidate to ensure that the pages are numbered, that each page has the centre number, candidate number and dated, that script is written with a minimum of 12pt font and there is double spacing.

Candidates may use their answer booklet in addition to the word processor if they wish to do so.

Only authorised memory sticks provided by the centre may be used, if appropriate.

Candidates must save their work at regular intervals.

Printing must be carried out after the examination is over, and the candidate must be present to verify that the work printed is his/her own.

Candidates must ensure that their centre number, candidate number and unit code are typed or handwritten on each page.

A JCQ word processor cover sheet must be completed and attached to the candidate's script.

## Appendix 5 – Centre Escalation Policy

This confirms the main duties and responsibilities to be escalated should the head of centre, or SLT member with oversight of examination administration, be absent.

### **Before examinations (Planning)**

The oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to the Deputy Head or an Assistant Head.

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

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

### **Main duties and responsibilities relate to:**

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- Centre Inspection Service Changes

### **Policies**

- Specific JCQ publications for reference:
  - General Regulations for Approved Centres (section 5)
  - Instructions for conducting examinations (section 25)
  - Access Arrangements and Reasonable Adjustments (section 5)
- Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

### Centre-specific information for reference

Details of exam procedures for the current year will be found in the FAHS Candidate Handbook.

### **Before examinations (Entries and Pre-exams)**

The oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to the Deputy Head or an Assistant Head.

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

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

### **Main duties and responsibilities relate to:**

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

- Key dates in the examination cycle
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation

- Centre assessed work

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements

- Candidate information

Additional JCQ publications for reference:

- Information for candidates documents
- Exam Room Posters

### **During examinations (Exam time)**

The oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to the Deputy Head or an Assistant Head.

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

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-30)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

### **Main duties and responsibilities relate to:**

- Conducting examinations and assessments
- Additional JCQ publication for reference:
  - Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work



### **After examinations (Results and Post-Results)**

The oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated a Deputy Head or an Assistant Head.

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

- General Regulations for Approved Centres (section 5)

### **Main duties and responsibilities relate to:**

- Results

Additional JCQ publication for reference:

- Release of Results notice

- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

- Certificates