



**Penketh
High School**



PENKETH HIGH SCHOOL

Policy Examinations and Qualification Management Policy 2022/2023

Policy owned by	P Cordingley
Date Approved by Local Governing Body	
Signature of Chair to Local Governing Body	
Signature of Academy Principal	
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Part 1: Strategic Planning

1. Scope and Rationale

The rationale for this policy is to establish the roles of the exams team and other school staff who lead on the completion of the qualifications delivered at the school, including teaching staff delivering non-examination assessments. This policy will outline the procedures that will be followed in the effective administration of the public and internal examinations and non-examination assessments at Penketh High School. This policy covers all activity relating to examination and other non-examination assessments and can be used to support the Examination Contingency Plan in the event of staff absence.

All staff involved in the administration of examinations and non-examination assessments at the school, **including teaching staff delivering assessments**, have a duty to read this policy and ensure it is fully implemented to prevent malpractice and maladministration.

This policy will be reviewed annually by the Exams and Data Manager prior to approval by the Local Governing Board.

Where this policy references JCQ regulations, further information can be found on their website: www.jcq.org.uk. This policy was written in consideration of the current JCQ regulations. Where there are changes to the regulations mid-year, The Exams and Data Manager has the discretion to vary this policy without consultation with governors so the centre can remain compliant with the regulations. Any changes made to the policy in this way will always be reviewed as part of the annual review process. If this discretion is abused, any member of staff or any pupil / parent may refer the matter under the TCAT Whistleblowing Policy.

The Exams and Data Manager may also make factual changes to this policy without consultation with governors. This may include, but not limited to, changes in personnel or changes to the curriculum for the current academic year. Factual changes can only be made without ratification where they do not alter the meaning of the policy. If this discretion is abused, any member of staff or any pupil / parent may refer the matter under the TCAT Whistleblowing Policy.

2. Roles and Responsibilities

This section is intended to outline the basic responsibilities of the roles important in the examinations process. This does not reflect the full job description of any individual role which will be outlined separately to individual employees as part of their contract of employment.

Everyone

- Everyone involved in our exam processes, including staff and pupils, must read, understand, and implement this policy.

Head of Centre – Mr J Carlin (Principal)

- Has overall responsibility for the school as an exams centre
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Responsible for the enactment of the contingency policy in the absence of the exams office team

Vice Principal (Curriculum and Progress) – Mr I Farrar

- Act as the Quality Nominee for vocational qualifications

- Line manage the exams office
- Investigate any allegations of staff malpractice or maladministration

Exams Office – Mr P Cordingley (Exams and Data Manager) and Mrs D MacDonald (Exam Assessment Administrator)

- Manage the administration of internal and external exams
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ Regulations
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check, and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ guidance on the special consideration process
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manage the exams invigilators, organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' non-examination assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch, and store returned coursework/controlled assessments
- Complete attendance registers for examination and non-examination assessment and ensure prompt dispatch to the awarding organisation. For written examinations, a copy will be passed to the Attendance Officers.
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Investigate any candidate malpractice and report all suspected or actual incidents of malpractice (including staff or candidate), in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks

Subject Leaders

- Advising the exams officer of any changes to syllabus or assessment details for their subjects
- Advising the exams officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets and adhering to deadlines as set by the Exams and Data Manager.
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Involvement in the post-results procedures

Teachers

- Supplying information about entries, coursework and controlled assessments as required by the Subject Lead and/or the Exams and Data Manager.

SENDCO – Mrs E Ogg

- Arrange for candidates to be tested by the Specialist Assessor
- Processing any necessary applications to gain approval
- Works with the exams office to provide the access arrangements required by candidates in exam rooms

Specialist Assessor – Mrs K Smith

- Identify and appropriately test candidate's requirements for access arrangements.
- Notify the SENDCO and Exams Office of entitlement so applications and arrangements for the access arrangements can be made.

Invigilators

- Assisting the exams office to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the Exams Office before the start of the exam
- Management of an examination room and the candidates sitting an examination in that room
- Collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the Exams Office

Candidates

- Confirming and signing entries
- To notify Exam Assessment Administrator of any errors with statement of entry
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

Attendance Liaison Officers

- To contact absent candidates
- To amend school attendance registers accordingly

Other Administrative and Education Support Staff

- Support for the input of data
- Posting of completed exam papers and obtaining proof of posting
- Preparation of exam rooms
- Preparation and administration of online testing
- Room changes and staff cover

Mr J Carlin (Principal) (Head of Centre)

Mr I Farrar (Vice Principal - Curriculum) (BTEC Quality Nominee)

Mrs C Lomax (Vice Principal - Pastoral)

Mr R Lunt (Operations Manager)

Mr P Cordingley (Exams and Data Manager)

Subject Leads

Mrs E Ogg (SENDCo)

Mrs K Smith (Access Arrangement Assessor)

Attendance Officers

IT Technicians

Site Team

Mrs D Macdonald (Exams Assessment Administrator)

Invigilators

Teachers

3. Conflict of Interest

At the start of the academic year, the Exams and Data Manager will complete a full risk assessment and conflict of interest register; outlining any control measures that need to be implemented to reduce or remove a conflict of interest. This will be reviewed immediately before each exam series and results day to ensure that the control measures are fully implemented and that any additional actions can be taken to ensure full compliance with the JCQ regulations.

Where there is a conflict of interest, the roles and responsibilities outlined in Section 3 may be altered without consultation with or approval by governors, to ensure the effective administration of the examinations process in compliance with the JCQ regulations. Any changes made to the policy in this way will always be reviewed as part of the annual review process. If this discretion is abused, any member of staff or any pupil / parent may refer the matter under the TCAT Whistleblowing Policy.

Where a conflict of interest is established, and the JCQ regulations require, the Exams and Data Manager will report it to the appropriate Awarding Organisations at the earliest opportunity.

4. Security Arrangements

The Exams Office

JCQ Regulations require Access to the Exams Office / Secure Storage be limited to as few individuals as possible. There will be limited key holders, prescribed by the Exams and Data Manager, to control access to the Exams Office / Secure Storage.

There are three layers of security within the Secure Storage. The outer layer is the Exams Office where non-sensitive information will be stored. Within the Exams Office, there is a Store Cupboard where all sensitive information will be stored. Within the Store Cupboard, there are two large Safes where all Confidential materials, including exam papers, will be stored. For the purposes of maintaining a secure environment, such as during the opening of secure exam material, the whole office will be treated as the secure room.

The prescribed key holders for the Exams Office will include:

- John Carlin (Head of Centre)
- Paul Cordingley (Exams and Data Manager)
- Diane MacDonald (Exams Assessment Administrator)
- Robert Lunt (School Operations Manager)
- Robert Harvey (Site Manager)

The prescribed key holders for the Store Cupboard will include:

- Paul Cordingley (Exams and Data Manager)
- Diane MacDonald (Exams Assessment Administrator)
- Robert Lunt (School Operations Manager)
- Robert Harvey (Site Manager)

The prescribed key holders for the two Safes will include:

- Paul Cordingley (Exams and Data Manager)
- Diane MacDonald (Exams Assessment Administrator)

MIS

Some exams processes will be managed in Arbor (the school's MIS). This will include the entry, seating plans and results processes for both internal and external exams. Access to the Exams Module on Arbor will be limited to:

- John Carlin (Head of Centre)
- Ian Farrar (Vice Principal (Curriculum) / SLT Link)
- Paul Cordingley (Exams and Data Manager)
- Diane MacDonald (Exams Assessment Administrator)
- IT Admin Accounts

Awarding Organisation Secure Sites

Each Awarding Organisation will have a secure site to manage the delivery of the qualification. Access to these sites will be managed by the Exams and Data Manager. Permissions will normally be granted to the following centre staff:

- Head of Centre
- Exams and Data Manager (Administrator)
- Exams Assessment Assistant
- Subject / Course Lead and Other Curriculum Leaders

Other colleagues may be granted access to a secure site to support the effective delivery of the course, for example, to access standardisation materials for non-examination assessments. Staff will only be allocated basic permissions unless they specifically require higher access for a specific function. All user account and user permissions will be reviewed on a regular basis. An account may be suspended where the need to access the site has ceased, which may include termination of the course. Accounts will also be suspended where there is an identified conflict of interest, a breach of the site terms and conditions has been identified, or when the colleague changes role or leaves the centre. This is to maintain the integrity of the examination system.

Secure Delivery of Exam Materials (Printed Materials)

Printed secure exam material will be delivered to Reception. Consignments will be clearly marked. The receptionist will record the delivery in the Exam Delivery Log located on Reception and will immediately contact the Exams Office to arrange transportation to the secure storage. The receptionist will initially try

office phones. In the event the Exams Team are unavailable on office phones, the receptionist will try to contact the Exams Team on mobile numbers. In the event the Exams Team are unavailable, the receptionist will contact the Site Manager to ask him to move the delivery to the secure storage until it can be processed. Whilst the transportation is organised, the secure exam material will be stored behind the receptionist's desk and will not be left unattended.

Once the delivery has been received in the Exams Office, the contents will be checked as soon as possible and be logged into the safe. The Exams Office will be locked whilst this process is undertaken. The receipting of secure material should be completed as soon as possible and within 24 hours of receipt. The unpacking of secure materials will always be completed by two individuals, usually the Exams and Data Manager and the Exam Assessment Administrator. Where one of these individuals is unavailable, for example due to absence, another person should assist the process. This may be a Senior Leader or a member of the Administrative team. Contents will be checked against the packing log to ensure all material is received. It will also be checked against the entry list to ensure sufficient material has been received. Any issues will be reported to the appropriate Awarding Organisation immediately. Dispatch logs will be signed by both individuals who completed the receipting of secure materials, and these will be stored by the Exams Office until the Enquiry About Results Deadline.

Secure Delivery of Exam Materials (Electronic Materials)

Some secure exam materials will be delivered digitally, either by secure email to either the Exams and Data Manager or the 'Exams' email account which is accessible to Exams Office Staff only. Some material may be downloadable through an Awarding Organisation's secure site. At the point of download, a log will be made of the receipt of digital material.

Where digital material is to be printed, this will be printed by Exams Office Staff in the Exams Office with the door locked to prevent unauthorised access. Where this is not possible, the material will be taken on encrypted pen drive by Exams Office Staff to Reprographics. Where this is the case, Reprographics will be locked to prevent unauthorised access whilst the material is printed by the Exams Office Staff, with or without the support of the Reprographics and Data Administrator (who also supports the Exams and Data Team). The materials will be printed to requirements (i.e. one paper per candidate) unless otherwise stated by Awarding Organisation Instructions. The material will be checked to ensure it is printed properly and will be secured in appropriately labelled, transparent envelopes and returned to the secure storage facility. A log will be made of the material printed and the secure storage of the materials. From this point, these materials will be treated as per other secure exam material. Any waste (such as mis-printed documents) will be collected and be returned to the Exams Office for secure disposal (shredding).

Where digital material is to be processed electronically (i.e. loaded to the IT network), secure IT accounts will be prepared by the IT Technicians. These accounts will be locked until the exam date and time and will be locked between sessions (where appropriate). The materials will be loaded by the Exams and Data Manager or, exceptionally, may be coordinated by the IT Technicians, particularly where content is being replicated on multiple secure accounts for individual candidates. A log of the material being loaded will be made. Where the devices are standalone, for example, CD players or MP3 players, these will be locked in the Secure Storage Facility.

Once there is no need for the digital material on a particular device, the material will be cleared. This will happen at each stage of the custody process (i.e. once the material is downloaded from an email and loaded on an encrypted pen drive, the email will be deleted). A log will be made of the deletion of materials.

5. Finance

Each year, the Exams and Data Manager will produce a proposed budget for the Finance Team. This will be based on candidates on roll in the appropriate year groups for entry or registration, the exam entry/registration fees and will factor in all other costs, such as resit fees and other administrative costs. The Finance Team will make available appropriate funds to cover the projected costs and will ensure timely payment of invoices.

Entry fees for a pupil's main curriculum are paid for by the centre through the annual exams budget. Where a pupil is entered on a 'Private Candidate' basis, that is where the pupil assumes responsibility for the completion of a course of study in addition to their main curriculum, the pupil will be responsible for the entry fee (including any late fees) and invigilation costs. The pupil will also be responsible for any amendment fees.

Late entries should be authorised by the Principal or Vice Principal (Curriculum). Where a late fee is incurred because of a department's failure to make entries in the appropriate timeframe, the department will be responsible for the payment of the late entry fees from their own budget.

Where any additional fees are incurred by the department's failure to adhere to the amendment deadline, the fees will be paid from the department's budget.

Candidates or departments will not be charged for any entries or late fees which occur because of administrative errors.

The centre reserves the right to charge for any external examination where the pupil fails to attend without good reason, or where a parental request to withdraw a candidate is made after the deadline for refunds on withdrawals.

6. Invigilator Recruitment and Training

External invigilators will be used for exam supervision. As part of the contingency plan, support staff may also be required to invigilate as a last resort.

The recruitment of invigilators is the responsibility of the Exams and Data Manager. The role of the invigilator has been standardised and Job Evaluated within TCAT. The Exams and Data Manager will be required to undertake Safer Recruitment Training.

The Resources Manager will be responsible for completing the necessary clearing procedures, including obtaining a DBS certificate in conjunction with the TCAT DBS and Employment of Ex-Offenders Policy, the cost of which will be paid by the centre.

The training of invigilators is the responsibility of the Exams and Data Manager. Invigilators will be required to undertake the following training:

- Safeguarding Briefing (see TCAT Safeguarding Training Plan 2022/2023).
- Read and acknowledge receipt of DfE Keeping Children Safe in Education Part 1 2022 and the Academy Child Protection Policy 2022/2023.
- Fire Safety Training.
- Read and acknowledge receipt of the Examinations and Qualification Management Policy 2022/2023 and JCQ Instructions for Conducting Examinations 2022/2023.

- Invigilator Briefings in the Autumn Term and Spring Terms (which will cover role of invigilator, regulations and school policy).
- Completion of 'The Exams Office' online training modules.
 - New Invigilators will complete:
 - Unit 1: New Invigilators: Instructions for Conducting Examinations
 - Unit 2: Instructions for Conducting On-Screen Tests
 - Unit 3: Experienced Invigilators: Changes to Instructions for Conducting Examinations
 - Unit 4: Supporting and Supervising Access Arrangements
 - Existing Invigilators will complete:
 - Unit 3: Experienced Invigilators: Changes to Instructions for Conducting Examinations
 - The 'Invigilator Digital Accreditation' (a synoptic assessment)
 - Existing Invigilators may complete any other modules as a refresher. This may be self-directed or recommended by the Exams and Data Manager to improve compliance with the regulations.

7. EAL Exams

In conjunction with the EAL Coordinator, the Exams and Data Manager will assist in the recruitment and training of Interpreters required to deliver Speaking Tests in language exams. This will be required to support candidates sitting language exams in another language additionally to those offered by the school.

The Resources Manager will be responsible for completing the necessary clearing procedures, including obtaining a DBS certificate in conjunction with the TCAT DBS and Employment of Ex-Offenders Policy, the cost of which will be paid by the centre.

8. Malpractice, Plagiarism and Collusion

Where a case of suspected malpractice is identified, an appropriate report will be made to the relevant Awarding Organisation(s) who will apply the JCQ Malpractice Policy.

To minimise malpractice and plagiarism, the school will:

- Use the induction period for staff and pupils to inform them of the centre's policy on malpractice and plagiarism and the penalties for attempted and actual incidents of malpractice or plagiarism. This includes educating them on Good Academic Practice. The Exams Office will provide a presentation for staff to use.
- Make information available to staff and pupils to prevent malpractice and plagiarism, which may include providing physical copies of regulatory information, placing information on the year group Teams account, or making information available on the website or in separate publications. Candidates will be asked to sign to acknowledge receipt of this information prior to any external exam.
- Show candidates the appropriate formats to record cited texts and other materials or information sources.
- Ask candidates to declare that their work is their own for all completed units on submission.
- The work a candidate submits may be randomly screened for plagiarism to check the validity of these claims.

- Investigate where malpractice is suspected. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation.

When processing any alleged allegation, the school will:

- Make the individual fully aware at the earliest opportunity of the nature of the alleged allegation and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made.
- Ensure the investigation is fully documented.

A candidate may commit malpractice by:

- Plagiarising work.
- Failing to properly reference other people's work.
- Failing to use the correct referencing style (where this is an assessment requirement).
- Colluding with other candidates in the completion of individual work.
- Copying work from another candidate.
- Maliciously causing loss or damage to another candidate's work.
- Fabricating results or evidence.
- Making a false declaration of authenticity.
- Failing to respond to any of the JCQ regulations in the completion of an examination or assessment.
- Failing to respond to school regulations in the completion of an examination or assessment.

Plagiarism

A candidate may commit plagiarism by using another person's work or ideas without acknowledging them. This may occur when:

- A candidate copies word-for-word directly from another source without quotation marks and the proper referencing.
- Paraphrases or translates work very closely without proper referencing.
- Uses text downloaded from the internet, including social media.
- Resubmits work previously submitted for another qualification or assessment.

A candidate may commit collusion by:

- Submitting work completed in collaboration with another person as entirely their own with the intent to gain an unfair advantage.
- Collaborating with another person when the assessment objectives require the work to be completed independently.
- Knowingly permitting another candidate to copy all or part of their work and submit it as their own.

Candidate Procedure and Appeals

Where a candidate is suspected of malpractice, the member of staff with the concern will inform the Exams and Data Manager immediately. The member of staff will inform the candidate of the allegations and explain the reasons they think the candidate has committed malpractice. The candidate will have the opportunity to respond at this stage and this should be formally documented.

An investigation will then commence in line with the JCQ Malpractice policy and should be completed within 5 school days. This will be led by the Exams and Data Manager. The investigation will involve establishing

the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true.

The Awarding Organisation will decide on the appropriate sanction in relation to the affected assessment(s). Any candidate who commits malpractice may also be subject to further sanctions in line with the Climate for Learning Policy.

A candidate will have the right to appeal the outcome of any Awarding Organisation sanction. Details of the procedure and timeframe for this will be detailed on the outcome letter from the Awarding Organisation.

A member of centre staff may commit malpractice by:

- Providing improper assistance to candidates in the preparation or completion of assessment. This may include producing work for a candidate or passing another person's work off as that of the candidate.
- Misusing special consideration allowances.
- Inventing or changing marks or grades for internally assessed work where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made.
- Producing falsified witness statements, for example, for evidence the candidate has not generated.
- Allowing evidence to be included in a candidate's submission where the member of staff knows the work was not generated by the candidate.
- Failure to securely store candidate work for the appropriate retention period.
- Falsifying records.
- Disclosing confidential assessment material to candidates.
- Releasing assessment material before the nominated date/time.
- Disclosing confidential information to candidates / third parties.
- Releasing results prior to the JCQ embargo:
 - 8:00am on Thursday of release to candidates
 - 9:30am on Thursday of release to third parties (which includes the Local Authority, other schools, the school website, or social media).
- Fraudulent claims for certificates - claiming certificates prior to the candidate completing the required assessment.
- Inappropriate retention of certificates.
- Falsifying certificates.

Staff Malpractice Procedure, Sanctions and Appeals

The investigation of staff malpractice will be completed under the provisions of the TCAT Staff Disciplinary Policy. The sanctions and right to appeal are also detailed within the TCAT Staff Disciplinary Policy.

Where appropriate, the Head of Centre may invite the Exams and Data Manager to be involved in any procedure against a member of staff to assist in the administration of the investigation, to provide guidance on the process and to liaise with the relevant awarding organisations.

In addition to the sanctions detailed in the TCAT Staff Disciplinary Policy, the school or awarding organisation may also:

- require the member of staff to undergo further training as a condition of future involvement in any exam arrangements
- impose special conditions on the future involvement in any exam arrangements
- suspend the member of staff from any further involvement in any exam arrangements

9. Data Retention and Archiving

The Exams Office will produce documentation and evidence in its activity and may retain copies of documentation as evidence to be made available for inspection, quality assurance or external scrutiny.

All documentation will be retained securely in line with the TCAT GDPR Policy.

Unless otherwise stated within this policy, all documentation will be processed in line with the TCAT Data Retention Policy and school Pupil Record Management Policy.

10. Complaints

A candidate, parent or carer, or member of staff can make a complaint where there are appropriate grounds for complaint. Appropriate grounds for complaint may include, but are not limited to:

- Disagreement with a Centre Decision (relating to post-result services, access arrangements and special consideration applications).
- Teaching and learning.
- Implementation of Access Arrangements.
- Conduct of an examination.
- Administration of entries, results, special consideration, and enquiries about results.

Where a candidate, parent or carer, or member of staff has a complaint, they should make this to the school in line with the TCAT Complaints Policy.

Part 2: Exam Policy

1. Qualifications Offered and Amendments / Withdrawals

The qualifications delivered at Penketh High School are identified by the Curriculum Area Leaders in consultation with the Head of Centre and Vice Principal (Curriculum). The subjects and specifications offered each year are published to candidates in the KS4 Options Booklet when they choose their options at the start of Key Stage Four (Year 10).

At the start of each academic year, Curriculum Area Leaders will complete an 'Exam and Curriculum Planning Document' for subjects in the main curriculum. For pupils who are taught outside of the main curriculum, such as the Designated Provision Pupils, the relevant staff will complete a document individually for each pupil so that their curriculum can be tracked separately. These documents will be used to notify the Exams and Data Manager of the proposed curriculum for each cohort for each subject. The collected information will be used for planning purposes, including, but not limited to, the creation of a budget, statutory returns, Awarding Organisation estimated entries and the creation of the assessment calendar / exam timetables.

Where there is a variation to the specification delivered during curriculum time, the Curriculum Area Leader for that subject, in consultation with the Principal and Vice Principal (Curriculum) will notify parents in writing of the rationale for changing the specification and provide details of the new specification. It is also the responsibility of the Curriculum Area Leaders to advise the Exams and Data Manager of any changes to the curriculum. Notification of a change of curriculum must be made to the relevant parties within 15 school days.

We currently offer qualifications with the following Awarding Organisations:

- AQA Centre Number 40113
- CIE Centre Number 40113
- LIBF Centre Number 1675
- NCFE Centre Number 040113
- OCR Centre Number 40113
- Pearson Edexcel Centre Number 40113
- Trinity College London Centre Number 43699
- WJEC / Eduqas Centre Number 40113

We currently offer the following qualification types:

- GCSE
- Entry Level Qualifications
- Functional Skills
- GCE
- Level 1 / Level 2 Vocational Qualifications (BTECs / Cambridge Nationals / NCFE)
- Level 1 / Level 2 / Level 3 - Awards / Certificates

All pupils have the statutory right to sit the examinations in the subjects for which they have been prepared as part of their normal curriculum. For Mathematics, Science and Modern Languages, subject teachers, in consultation with Curriculum Area Leaders and pupils, will decide on the appropriate tier of entry.

Any amendment to a pupil's curriculum, including the withdrawal from a subject, must be done in consultation with the parent/carer and pupil and written authorisation must be received from the parent/carer. For this policy, a parent/carer is a person with Legal Parental Responsibility for the pupil. Copies of this consent must be made to the Exams Office and to the pupil's educational record. Pupils can

be withdrawn from a subject or qualification upon instruction or advice from the appropriate Awarding Organisation without consultation with parents/carers.

Where the decision is made to withdraw a qualification or option subject (either by the centre or the Awarding Organisation), the centre will discontinue registering candidates onto the programme of study. The centre will take a proactive approach to ensure that all learners who had enrolled on the course prior to its withdrawal can complete their programme of study without being disadvantaged or discriminated against. Where the centre has committed to running a course, it will ensure that the appropriate resources are made available for the candidates to be able to complete the programme of study. This may include ensuring appropriate leadership of the course, teaching, and learning materials, assessment resources and the required administration.

2. Exam Seasons and Timetables

Most subjects offer one opportunity a year to sit examinations which will take place in May/June. In addition to this, some vocational subjects offer an opportunity to sit assessments in January, March or on demand. Except for on demand examinations, the dates of external exams are dictated by the Awarding Organisations. Individual exam timetables are circulated to pupils by the Exams Office following the completion of entries for each exam season. On demand examinations are arranged with the agreement of the Exams Office and the Curriculum Area Leader and pupils notified accordingly.

Internal exams are normally scheduled to take place as follows:

- November: Y11 Full Mocks / Y10 Core Mocks
- March: Y11 Full Mocks / Y10 Full Mocks / KS3 Core Assessments
- Summer: Y10 Core Mocks

The timetable for mock examinations will be created by the Exams and Data Manager and this will be circulated to all staff and relevant pupils.

3. Entries, Registrations and Amendments

Entries

Exam entries, including resits for vocational qualifications, are normally completed by Subject Leads, although, this may be delegated to another member of staff who is taking responsibility for, or delivering, a particular course. Departments are responsible for ensuring that all entries, including the appropriate cash-in codes, are made.

Entry deadlines are circulated to Curriculum Area Leaders well in advance via email and the weekly hub and must be adhered to, so the expense of late entry fees can be minimised. Amendments must be made by Curriculum Area Leaders by the appropriate deadline which will be circulated well in advance via email and the weekly hub.

The Exams Office will assume a proactive response to ensure that entries are made on time. Once the Exams Office has entered candidates, entry lists will be circulated to departments for verification of entries for each subject and, where appropriate, tier of entry or paper option.

Parental requests can be made for an amendment to a candidate's entries. Parents will not be liable for entry fees unless the entry is on a 'Private Candidate' basis. Parents will be liable for late entry/amendment fees because of a request made after the relevant deadline.

Registration and Certification

For vocational qualifications, the centre may be required to register candidates at the start of their course. This is so that candidates can be registered on the correct external assessments, to create a secure, accurate and accessible audit trail for the completion of the coursework, and to track candidate completion of the course and enable claims for certificates once successfully completed.

The centre will ensure that all candidates are registered on their approved courses within four weeks of them enrolling on the course. The registrations will normally be completed based on class lists populated from the centre's MIS as this will be the most accurate and up to date record of course membership. Prior to registrations being submitted, the Curriculum Area Leader will be asked to verify the candidates being registered to ensure that all the correct candidates are being registered for the correct course. The centre will ensure that the awarding organisation is advised of any additional registrations, withdrawals, or changes to candidate details, following any change in membership.

The centre will ensure accurate entries for any externally assessed components and the accurate submission of completed internally assessed marks. Assessment should take place throughout the course. Internal verification should take place at appropriate intervals during the course. Following completion of the course, a final internal verification and external verification (where required by the Awarding Organisation) should take place. Once these processes have taken place, the centre will then make valid claims for certificates. If the centre has Direct Claims Status, the centre may not require external verification, although, appropriate records must be maintained for any future external verification.

Records for vocational registrations, completion of assessment and certification claims will be kept for a minimum of three years following the completion of the course.

Private Candidates

The centre will not accept private candidate entries from outside the centre.

For candidates within the centre who wish to complete a qualification in addition to their core curriculum, the centre will enter them on a 'Private Candidate' basis, that is where the pupil assumes responsibility for the completion of a course of study in addition to their main curriculum. The pupil will be responsible for the entry fee and invigilation costs.

4. The Equality Act 2010, Special Educational Needs and Access Arrangements

In accordance with the Equality Act 2010, all staff have a duty to ensure they do not discriminate against a pupil who has a protected characteristic.

The Equality Act 2010 means that any candidate who is disadvantaged because of a special characteristic must still receive fair access to qualifications. All centre staff must be aware of entitlement to access arrangements and must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

A candidate's Special Educational Needs requirements are determined by the SENDCO. The SENDCO will implement the Exam Access Arrangement Policy to assess and award access arrangements to pupils. The SENDCO will inform Subject Teachers of candidates with Special Educational Needs who are embarking on a course leading to an exam. The SENDCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

Making applications and arrangements for access arrangements for candidates to take exams is the responsibility of the SENDCO and the Exams Administration Assistant. They will submit completed access arrangement applications to the awarding bodies and ensure that candidates are given the correct authorised access arrangement entitlement in line with the regulations.

Access Arrangement Records will be stored electronically with original paperwork being submitted to the pupil's Educational Records. Such records will be retained for the period outlined in the Pupil Record Management Policy and the TCAT Retention and Disposal Schedule. Information may be shared with colleges to support evidencing normal way of working.

The school will be proactive in facilitating reasonable adjustments to eligible candidates and deal with any discriminatory incident as defined by the Equality Act 2010. Where any candidate feels that they have not been treated equally, they may complain to the school using the TCAT Complaints Policy.

5. Exam Days

Room Allocation

The Exams Office will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The Premises Team is responsible for setting up the allocated rooms in line with the Exams Office requirements.

Alternate Site Arrangements

On occasion, it may be appropriate to implement an Alternate Site Arrangement. This may form part of the contingency plan for a cohort of candidates, or it may be arranged on an individual basis to support a candidates' normal way of working.

Prior to the Alternate Site Arrangement being implemented, JCQ will be notified of the arrangement.

For whole cohort exams, the exam will be relocated and prepared under the direction of the Exams and Data Manager. This includes preparation of venues and the secure transportation of papers. Records of materials transferred to the Alternate Site will be maintained and the Exams and Data Manager will be always responsible for the security of the materials.

For individual candidates, the arrangement can be prepared for in advance. Prior to the first exam:

- An invigilator will be identified for each candidate permitted to sit their exams at an alternate site and they will be used consistently for that candidate.

- Prior to the exam, the Exams and Data Manager, a key adult for the candidate (such as the SENDCO or SEMH Lead) and the invigilator will meet the candidate and their family at the Alternate Site address.
- The following expectations will be set out for the candidate (which candidates and parents will sign to agree to):
 - The exam will be conducted to the same regulations as it would be if the exam were being completed at the centre.
 - The exam will be conducted in a suitable communal location (i.e. at the dining room table). Under no circumstances will the exam be conducted in a candidate's bedroom.
 - A responsible adult be always at home during the exam. The responsible adult will not be in the 'exam room'.
 - The responsible adult will ensure that the conditions are appropriate (i.e. heating, lighting, ventilation, level of noise, etc.).
 - The candidate will be suitably dressed and in the room being used for the exam when the invigilator arrives.
 - If these conditions are not satisfied in full, the invigilator will be instructed to leave the alternate site and not conduct the exam.

Prior to each exam:

- Exam materials will be prepared in the usual way by the Exams Team (i.e. opened at the correct date and time with observation of the second pair of eyes checks).
- One copy of the appropriate material(s) will be removed from the packets and placed in a Security Bag with any other materials required (i.e. additional answer paper).
- The Security Bag will be sealed using a uniquely identified tag.
- The Centre Copy of the Materials Transferred to an Alternate Site will be completed.
- The Security Bag will be returned to the safe until collected by the invigilator.
- When the designated invigilator arrives, they will sign out the material.
- The invigilator will be given a spare tag to secure the Security Bag on the return journey. A note of this tag will be made on the Centre Copy of the Materials Transferred to an Alternate Site.
- The invigilator will then travel to the alternate site, ensuring that the exam paper is kept secure.

At the Alternate Site:

- The invigilator will arrive at the alternate site.
- The invigilator will prepare the alternate site, leaving the paper sealed until they are ready to start the exam.
- When ready to begin, the invigilator will complete the Alternate Site Copy of the Materials Transferred to an Alternate Site and open the paper.
- The exam will be completed as normal in compliance with JCQ Regulations.
- Once completed (and not earlier than 60 minutes after the published start time), the paper will be resealed into the Security Bag and the new tag applied. The invigilator will complete the Alternate Site Copy of the Materials Transferred to an Alternate Site and return to the centre, ensuring that the exam paper is kept secure.
- If the invigilator has any concerns surrounding the pupil's safety and/or wellbeing during the exam, they should immediately contact the Exams and Data Manager who will escalate this to the Safeguarding Team in line with the Academy Safeguarding Policy.

Upon return to the centre:

- The invigilator will return the Security Bag to either Paul Cordingley or Diane MacDonald who will complete the Centre Copy of the Materials Transferred to an Alternate Site.
- The exam paper will then be dispatched in the normal way to the Awarding Organisation with the rest of the papers from the centre.

Starting an Exam and The People Present

The Exams Office / Invigilator will start all exams in accordance with JCQ Regulations.

Subject staff may not be present in an exam room. **Senior Leaders who do not deliver the qualification being examined** may be present at the start of the examination to assist with identification and behaviour management of candidates. They must not advise candidates on any aspect of the examination paper.

For practical exams, subject teachers may be present in case of any technical difficulties. However, their support must not extend beyond that granted by the regulations in providing the technical support.

There must always be at least 1 invigilator to every 30 candidates for written exams, or 1 invigilator to every 20 candidates for practical exams. In external exams, the Exams Office will allocate an additional invigilator to the minimum requirement to facilitate one invigilator being able to leave the room temporarily without compromising the integrity of the exam.

Candidate Identification

Candidates must be properly identified at the start of the exam. If there is any doubt from over the identity of a candidate, this must be raised immediately with either the Exams Office or the Senior Leader present for the purpose of identifying candidates. Seating plans are created in Arbor and a personalised seating plan is issued to candidates in advance. Candidates must sit in the correct seats. Name cards will be placed on desks which will include the candidate's photo from Arbor. Exams Office Staff and invigilators will identify the candidates by the completion of a register immediately following the start of the examination. If a candidate cannot be identified from their name card, the Senior Leadership Team will be called to assist. Assistance may be required for candidates who wear religious clothing. Such candidates will be escorted to a quiet area by two members of staff of the same gender whilst they remove their religious clothing for identification purposes.

Absent Candidates

Where a candidate is absent from the start of the examination, the Attendance Liaison Officers (in conjunction with the Senior Leadership Team) will play an active role in contacting parents and/or guardians to locate the candidate and, where possible, ensure they arrive at school in time to sit the examination.

Late Arrivals

For mock exams, late arrivals will be permitted at any time. They will finish the exam at the normal time and the remaining time will be allocated in class.

For external exams, candidates may enter the exam until 1 hour after the published start time (unless otherwise stated by exam regulations). It may be more appropriate to allocate them a seat in a separate room, so they are not disturbed by the other candidates who finish 'on time'. They will be allowed the full time to complete the paper in exam conditions.

Very Late Arrivals (those arriving more than 1 hour after the published start time) will not be permitted to sit the exam.

Leaving an Exam Room

Candidates will not ordinarily be able to leave an exam room once they have entered the room. Candidates can only leave under the direct supervision of a member of the Exams Team if they:

- Have a Valid Medical Pass
- Have a Valid Toilet Pass
- Are unwell

Candidates should utilise the toilets prior to the exam and are not permitted to use the toilets during an exam without a valid pass. However, invigilators may use professional judgement to determine whether the candidate needs escorting out of the exam room for this purpose.

Where the exam is an external exam, approval to leave an exam room early will only be given in exceptional circumstances to maintain the integrity of the examination.

Candidates are expected to remain in the exam room for the full duration. Unless permitted for an exceptional reason as stated above, candidates are not allowed to leave an exam room before the finish time.

Food and Drink

Candidates may take a bottle of water into an exam room. This must be in a clear plastic bottle and any packaging must be removed prior to the start of the exam. Reusable plastic bottles are permissible, providing they are transparent. Flasks and other non-transparent containers are not permitted in an examination room.

Food is not permitted in an examination room.

Behaviour Management

Where a candidate's behaviour presents an issue in an external exam, this will be dealt with in line with the regulations, which may include the commencement of Malpractice proceedings.

Where a candidate's behaviour presents as an issue in a mock exam, the candidate may be removed from the exam and awarded a grade X to replicate the procedure that would occur in an external exam.

Examination Papers

For mock exams, it is the responsibility of each department to provide details of the exam papers being sat and the details of the pupils completing the examinations, with entry tiers where appropriate, to the Exams Office by the published deadline. Departments are responsible for submitting exam papers to the Exams Office no later than four weeks before the exam. The Exams Office will coordinate the printing of the correct number and colours of papers.

Exam papers must not be read by any member of staff or removed from the exam room before the end of a session unless directed by the Exams and Data Manager.

- For external exams, this is essential to maintain the security of the assessment material.
- For mock exams, an exam paper may be removed if agreed by the Exams and Data Manager for them to complete in another location if the circumstances demand this. This should only be an

exceptional requirement to maintain the integrity of the access arrangements process. Where a candidate is removed from an exam room because of poor behaviour, the candidate should be removed and sanctioned as appropriate. They should not be given the opportunity to sit the exam whilst the exam is in progress and should be awarded a grade X on their progress reviews in line with the process for an external exam. To support teaching and learning, candidates should be given the opportunity to sit the assessment in an after-school detention.

For external exams, modified papers are requested in advance of the exam season. Coloured papers are produced within the centre. In advance of the exams, the Exams/Assessment Administrator will print candidate timetables on the correct coloured paper so it can be clearly identified what papers (including tiers or options) are required in each colour. Where coloured papers are required for an exam, packets will be opened 60 minutes prior to the start of the exam and the Exams/Assessment Administrator will remove one paper and secure this in an envelope to take to Reprographics for copying. The remaining papers will either be taken to the exam rooms by an Invigilator or returned to the secure storage. The Reprographics room will be vacated, and the door locked to prevent unauthorised access. The Exams/Assessment Administrator will then copy the papers as required and re-secure them in the envelope. The Exams/Assessment Administrator will then return to the Exams Office and continue preparing papers for that session's exam.

Completed candidate scripts will be packed in accordance with the regulations. Parcels will be taken to reception and left in a secure area until they are collected. The receptionist will not leave these packages unattended at any time. If the packages have not been collected at the end of the day, the receptionist will contact the Exams and Data Manager who can advise on alternative arrangements and/or return the packages to the safe for dispatch on the next working day.

Unless prohibited by regulation, any unused papers will be normally distributed to Curriculum Area Leaders at the end of the exam session once completed candidate scripts have been accounted for and dispatched to the Awarding Organisation.

Emergency Evacuation

In the event of a fire during an exam:

- The school's fire alarm has a delayed response. This means that there should be an early warning indicator prior to the alarm sounding. When this initial indicator is sounded on the panel in Reception, the Receptionist will contact the Exams Office to advise them of the potential alarm.
- Should the fire alarm begin to sound prior to the Receptionist notifying the Exams Office, notification should be given by an invigilator in the Exam Room(s).
- Invigilators will instruct candidates to put their pens down, close their exam booklets and fold their arms. There is to be no communication between candidates. Candidates in the sports hall should remain seated until the Principal/member of SLT or Exams and Data Manager arrives.
- Invigilators will record what time the exam was stopped.
- The Principal, members of SLT, staff On Call or Patrol and the Exams and Data Manager will proceed immediately to the Sports Hall. The Exam Assessment Administrator will proceed to the separate rooms.
- The Operations Manager and/or Site Team will ascertain whether the alarm is live and whether there is a threat to the exam rooms in use.
- If the alarm is false the Principal, member of SLT, staff On Call or Patrol or the Exams and Data Manager will reassure candidates that it is safe to continue and resume the exam, noting the time of restart on the whiteboard. Candidates will be entitled to the full time for the exam.

- Where there is a need to evacuate, the invigilators are responsible for taking the attendance list to the assembly point.
- Candidates will be asked to stand behind their desks and will file out in seat number order through the fire exits to the assembly point. They will be accompanied by the invigilators, Principal, SLT and Exams and Data Manager. Exam papers will stay in the exam room. The exam room must be locked.
- Candidates must line up at the assembly point in silence. Invigilators and other centre staff should position themselves around and between the candidates to maintain silence and, therefore the integrity of the exam. A register will be taken from the attendance list to establish that all candidates are present.
- When it is safe to return to the building the candidates will be led back to the exam room in seat number order. As soon as all candidates are seated and settled, the exam will be resumed. Candidates will be entitled to the full time for the exam.
- The candidates must always remain under exam conditions.
- For an External Exam, the Exams and Data Manager will contact the relevant awarding organisation in accordance with JCQ regulations.

6. Candidates and Managing Timetable Clashes

In any exam, regardless of whether it is an external or mock, candidates are expected to comply with all JCQ regulations, and any other rules established by school policy. The centre's published rules on acceptable dress and behaviour always apply. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Prior to each exam series, candidates will be provided with written information regarding the exam timetables and the exam regulations. Such written information will be posted on the website and communicated to parents via a text message. Candidates will be expected to sign to confirm receipt of their timetables and exam regulation information.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list or the specification for the subject being examined. When candidates take their seat in the examination room, they must place all unauthorised material into the pencil case on their desk which will be collected by the invigilators prior to the start of the exam. These will be stored in a box at the front of the exam room and returned to pupils once the examination has been completed and exam material collected.

Where there is a timetable clash, the Exams Office will make the appropriate arrangements, in accordance with the regulations, to identify such cohorts and identify suitable venues and supervision arrangements for the examinations to take place. Where possible, the centre will avoid the need to implement Overnight Supervision. If this is required, this will be processed in line with JCQ Regulations.

7. Special Consideration

Should a candidate be unable to attend an exam because of illness, suffers bereavement or other trauma, become ill during the exam, or is otherwise disadvantaged or disrupted during an exam, it is the responsibility of the candidate to notify the Exams Office to that effect.

Any claim for special consideration must be supported by suitable evidence within 48 hours of the examination. The Exams Office will complete a special consideration application and submit this to the

appropriate Awarding Organisation(s) for their consideration within the JCQ regulations. The Centre will not be liable for failing to make a claim for special consideration where insufficient evidence is provided by the deadline.

The school will make proactive attempts to collect evidence for where a candidate has been disadvantaged in an examination and will also make applications where we are able to sufficiently evidence that the candidate has been disadvantaged, even if the candidate has not made a request to us (for example, if we are already aware of ongoing extenuating circumstances). Where this threshold is met, application(s) will be submitted to the appropriate Awarding Organisations who will assess the claim against JCQ Regulations and make the appropriate award.

Where the school does not believe there is a sufficient claim, the candidate will have the right to complain under the TCAT Complaints Policy where they feel the school should be able to support the special consideration application. A Complaint raised in respect of this will be expedited to ensure it is completed prior to the Awarding Organisation's deadlines for Special Consideration applications.

8. Results, Enquiries about Results and Access to Scripts

The Exams and Data Manager will download and process the exam results on the restricted release day. The Exams and Data Manager will ensure suitable embargoes on results data, allowing access to only the Principal, the Vice Principal (Curriculum) and the Exam Assessment Administrator. It will be considered malpractice for results to be shared beyond this prior to 8am the following day.

Arrangements for the school to be open on results days are made by the Exams Office. The provision of staff on results days is the responsibility of the Exams and Data Manager. Staff not included in the embargo will be able to access their results from 8am on results day. Candidates will be allowed to collect results from school from 8:30 on results day.

Candidates may nominate a third party to collect their results. Candidates must make such requests in writing to the centre. The request should confirm their full name, date of birth and the person nominated to collect their certificates. The nominated person should bring a copy of the letter and photographic identification. Copies of such requests will be retained on file for a period of 9 years.

Results may be posted home but the school does not accept responsibility for their loss or damage in transit. Where a candidate requests a certificate to be posted home, they must do this in writing, confirming their full name, date of birth and address. Copies of such requests will be retained on file for a period of 9 years. Candidates are required to provide a suitable self-addressed envelope and pay the required postage. The Exams Office is under no obligation to dispatch results where the postage has not been paid in full.

Candidates may make an enquiry about their results in line with JCQ regulations. Candidates should make a request to the appropriate Curriculum Area Leader or the Head of Centre to consider the feasibility of the enquiry. If the school supports the enquiry, the Exams Office will process the request and the school will pay any fees due. Where the school does not support the request, the candidate can choose to pursue the request but will be liable for any fees due. The candidate will have the right to complain under the TCAT Complaints Policy where they feel the school should be able to support the enquiry about their results. A Complaint raised in respect of this will be expedited to ensure it is completed prior to the Awarding Organisation's deadlines for making enquiries about results. Before any application is made, the candidate is required to complete a JCQ consent form, acknowledging that their result may go up, go down or remain the same.

Candidates may also ask for access to their scripts to support an application for an enquiry about results. Where a candidate requests access to a script, the Exams Office will process request and the candidate will be liable for the fee. Curriculum Area Leaders may also request access to scripts to support with an enquiry about results or to support teaching and learning. Where this is the case, the centre will be liable for the fee, but the candidate must consent to the centre requesting their scripts for these purposes.

9. Certificates

Certificates are usually received at school within 2-3 months of the results being published. Candidates will normally collect their certificates in person, either at a specific event for this purpose or throughout the year. Candidates will be asked to check their certificates - to ensure all certificates have been received and display the correct grades (in the event of a successful enquiry about results) - and will be asked to sign for them. Copies of signature records will be retained on file for a period of 9 years.

Candidates may nominate a third party to collect their certificates. Candidates must make such requests in writing to the centre. The request should confirm their full name, date of birth and the person nominated to collect their certificates. The nominated person should bring a copy of the letter and photographic identification. Copies of such requests will be retained on file for a period of 9 years.

Certificates are not routinely posted home as they may be lost or damaged in transit, and we may not hold up to date address information once candidates have come off roll. Where a candidate requests a certificate to be posted home, they must do this in writing, confirming their full name, date of birth and address. Copies of such requests will be retained on file for a period of 9 years. Candidates are required to provide a suitable (cardboard backed) self-addressed envelope and pay the required postage. The Exams Office is under no obligation to dispatch certificates where the postage has not been paid in full and does not accept liability for loss or damage in transit where the candidate has expressly requested that certificates are posted to them.

Certificates are normally retained for two years. In response to the Covid-19 outbreak, this retention period will be extended to four years for the 2018, 2019, 2020 and 2021 leavers so pupils are not disadvantaged by being unable to collect certificates from the school during the school closure period.

Awarding Organisations do not issue replacement certificates. Should pupils need certified copies of their results if they lose or fail to collect their certificates, they may either request a copy of their results from the school or request copies from the Awarding Organisations. In these circumstances, pupils will have to prove their identity to the school or Awarding Organisation(s). Where the school facilitates a request for a copy of results, the request must be made in writing and a record of the request will be retained on file in line with the TCAT GDPR Policy. The school will make no charge for facilitating a request for results. Where pupils request results from Awarding Organisations, they will be responsible for completing the process directly with them and paying any fees due.

Part 3: Coursework (Other Than GCSE/GCE Non-Exam Assessment) Policy

This section sets out the general principles for the administration of any coursework, controlled assessment, or non-exam assessment unit. Additional guidance on the administration of non-exam assessment can be found at part 4.

1. Recognition of Prior Learning

Recognition of Prior Learning allows students to claim credits for internally assessed qualification units following completion of a previous programme of study. This has the effect of reducing the number of units a candidate must complete towards a vocational qualification. It should be noted, owing to the context of the centre, it is unlikely that candidates will have completed suitable Prior Learning to seek exemption. However, where a candidate can demonstrate sufficient reliable evidence, the centre will support such an application.

All students shall be entitled to apply for Recognition of Prior Learning, providing they meet the specific requirements of the appropriate Awarding Organisation. A student who makes an initial enquiry about Recognition of Prior Learning should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation. A student may appeal any decision only where there are grounds of non-observations of the agreed procedures and/or improper application of those procedures.

To make a claim for Recognition of Prior Learning, the student must submit a written request detailing the units for which Recognition of Prior Learning is sought and explaining how the learning outcomes have been met. Suitable evidence must be provided to support the application. The Lead Verifier for the qualification must support the application process and quality assure the evidence provided to make sure it is suitable and sufficient. The Lead Verifier must also agree an action plan detailing how the remaining assessment criteria will be met to ensure that the candidate can complete the qualification.

2. Fair Assessment

Assessment must be accessible to all. All assessments will be set, taken, and marked fairly in line with the Equality Act 2010 and the requirements of JCQ and individual Awarding Organisations. Candidates will be given access to the subject content required to complete an assessment before they are required to complete any assessment. Candidates must be given information about the learning outcomes and performance criteria. They must also be provided with the full process and procedure for how the assessment will be taken and must be given feedback within the appropriate timescales stipulated by the Awarding Organisation.

3. Assessment

Assessment must be fit for purpose and enable learners to produce the appropriate evidence required for the course within the scope of the specification. A clear assessment plan should be produced at the start of the programme, clearly detailing assignment publication and submission dates. Assignment briefs are issued once the content for the unit of work has been delivered and act as a reference point for assessment throughout the unit.

Assessment should be carried out through a range of various appropriate assessment methods with clear assignment briefs issued to candidates. Impartial, valid, and reliable assessment decisions must be made only against the published assessment or grading criteria.

Assessors are responsible for teaching and assessing candidates against the learning aims and assessment criteria for the course specification. The assessment process will be undertaken by staff who are trained and/or experienced in the process. Training may be delivered through the completion of formal courses or through CPD. Where required by the Awarding Organisation, all work should be assessed and then be internally standardised to ensure that the marking criteria has been fully, correctly, and fairly applied to the completed assessment. Records of assessment must be maintained by Curriculum Area Leaders and made available to external moderators / quality assurers. These records must be kept securely for a minimum of three years unless the appropriate Awarding Organisation specifies a longer timescale.

4. Blended Learning

Blended Learning is “a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary with the purpose of giving learners a more diverse and engaging learning experience”.

Because of Blended Learning, and particularly for vocational courses, it is likely there will be an element of Distance Assessment. This is where “the assessment is designed to be carried out remotely and allows candidates to be assessed where they are in situations or settings where traditional methods of assessment may be difficult or impossible to operate.” **Distance Assessment is only permissible where the specification allows.**

There are scenarios where distance assessment will not be possible and not appropriate, such as when:

- Practical skills and/or interaction with individuals/equipment need to be demonstrated and assessed in person.
- There are group assessments where collaboration with others forms part of the assessment.
- There is a requirement for candidates to be overseen in person by centre staff at a specific location, under controlled conditions, including observations of performance in SVQ/NVQ type competency-based qualifications and Awarding Organisations set and marked examinations and controlled tasks.

Where Distance Assessment is used:

- Teaching staff must have dedicated time to support candidates working remotely.
- Assessment teams must have processes in place to assess and manage feedback to candidates (including questions from candidates that may arise during the teaching and assessment process), in a timely manner that does not put the candidate at a disadvantaged compared to other candidates who may still be studying face-to-face.
- The deadlines are made clear, well in advance of the assessment, and where possible, in a face-to-face session to ensure full understanding. Where this is not possible, the start date and due date should be clearly marked on Assignment on Microsoft Teams.
- Appropriate training must be given to staff who must implement measures to prevent and detect any instances of malpractice, including plagiarism and collusion, which may arise due to the blended delivery or assessment.
- Candidates must be made fully aware of the need to avoid any forms of malpractice and the consequences of it should they commit it.
- Assessment teams must ensure that submitted work is authentic.

- Assessment teams must maintain and store securely all assessment and internal verification records, including records of what assessment has been set remotely, for a minimum of three years following the completion of the course.

5. Internal Moderation / Quality Assurance

Lead Verifiers / Internal Quality Assurers are responsible for ensuring that assessment decisions are consistent, accurate and reliable across the programme by checking that assignments are fit for purpose, standardising assessors, and sampling assessment decisions. They must also ensure that a candidate's work is authentic and valid. Lead Verifiers / Internal Quality Assurers are responsible for ensuring appropriate training of assessors involved in the delivery of the course and that regular briefings are held to ensure all assessors are fully aware of any updates or corrective action for a course. Anyone involved in the delivery and assessment of the programme can be a Lead Verifier, but they cannot internally verify their own assessment. Where only one person is involved in the delivery of a programme, another suitably qualified / experienced person must act as the Lead Verifier / Internal Quality Assurer. The Trust may support with the internal moderation / quality assurance process. This may be in the role of Lead Verifier / Internal Quality Assurer or as part of a joint moderation process.

Where internal moderation / quality assurance is required by an Awarding Organisation for a particular course, the Lead Verifier / Internal Quality Assurer must ensure that standardisation is completed for the full range of units and assessors. At the outset of a course delivery, an internal moderation / quality assurance schedule should be created, which is linked to assessment plans, to ensure that thorough internal moderation / quality assurance takes place.

Internal moderation / quality assurance should be completed on an ongoing basis throughout the course, based on the schedule, with feedback being given to assessors. Such feedback and evidence of any required corrective action will be recorded. It is the responsibility of Lead Verifiers / Internal Quality Assurers to maintain records of such activity and make this available for external moderation / quality assurance. These records must be kept securely for a minimum of three years unless the appropriate Awarding Organisation specifies a longer timescale.

Assessment and internal moderation / quality assurance procedures must be reviewed on a regular basis and, as a minimum, on an annual basis.

It is the duty of Curriculum Area Leaders to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Office will assist by keeping a record of each dispatch, including the recipient details and the date sent. Marks for all internally assessed work are provided to the Exams Office by the Curriculum Area Leaders. The Exams Office will inform staff of the date when appeals against internal assessments must be made by.

6. Internal Appeals (Assessment Decisions)

If a candidate is not satisfied with the assessment decision, they should in the first instance, raise this informally with their teacher / assessor who has marked the assignment. A concern must be raised within 5 school days of the assessment decision being communicated to candidates. This is an opportunity for the candidate and the teacher / assessor to go through the work and discuss the rationale for the assessment decisions. Any feedback given to the candidate must be consistent with the appropriate regulations; teachers / assessors should not give candidates any information which may give them an unfair advantage.

Candidates should be given a copy of the work (not an original) with the feedback. The original work must always be retained within the centre.

If the candidate is not satisfied with the rationale provided by the subject teacher, they may ask for the work to be reassessed within 5 school days of the receipt of the discussion and detailed feedback. This request must be made in writing to the Exams Office and must detail the full reason they wish the work to be remarked and acknowledge that the remark may result in their mark or grade, increasing, staying the same or decreasing. At this stage, the Exams Officer will begin recording details of the appeals process, including dates of actions and decisions made at each stage. Re-assessment will be completed by the Lead Verifier / Internal Quality Assurer and feedback provided within 5 school days of the request for reassessment. Where the initial assessment has been conducted by the Lead Verifier / Internal Quality Assurer, the re-assessment will be conducted by another suitable colleague within the department. The Lead Verifier / Internal Quality Assurer will remark the work afresh and can award a result which is the same, higher, or lower than the previous result. In any event, the new result will stand, and a candidate cannot ask for the previous result to be reinstated.

If a candidate is not happy with the assessment processes that have been followed, they may ask for the process to be reviewed by the Vice Principal (Curriculum). This request must again be made in writing to the Exams Office within 5 school days of the previous outcome and must detail the reason why they want the process to be reviewed. The Vice Principal (Curriculum) will review the assessment process within 5 school days; however, the Vice Principal (Curriculum) will not review the assessment decision. The review of the assessment processes will involve speaking with the candidate, original assessor, and Lead Verifier / Internal Quality Assurer. If the Vice Principal (Curriculum) finds no evidence of procedural impropriety, the assessment decision will stand. If, on investigation, the Vice Principal (Curriculum) finds that improper assessment processes have been followed, the Vice Principal (Curriculum) will direct that the Lead Verifier / Internal Quality Assurer to reassess the work following the proper process. The Lead Verifier / Internal Quality Assurer will reassess the work afresh and will award a new result. This process will be overseen by the Vice Principal (Curriculum) who will ensure the appropriate corrective action is implemented. This grade may be the same, higher, or lower than the previous result. In any event, the new result will stand, and a candidate cannot ask for the previous result to be reinstated.

If a candidate still feels that there is procedural impropriety, the candidate may refer the matter to the Head of Centre by making a written request to the Exams Office within 5 school days of the previous outcome, justifying why the previous stages of the appeal should be reviewed. The Head of Centre will convene and chair a panel comprising the Vice Principal (Curriculum), the Exams and Data Manager, the Curriculum Area Leader, the Lead Verifier / Internal Quality Assurer, the assessor, the candidate, and a parent/carer. The Panel will review all appropriate actions from the previous stages of the appeal. Based on the evidence available, the Head of Centre will either uphold the assessment decision or recommend that the assessment be reassessed. Where assessment must be recompleted, the Head of Centre will oversee the process to ensure that it is properly conducted, and the appropriate corrective action is implemented. This grade may be the same, higher, or lower than the previous result. In any event, the new result will stand, and a candidate cannot ask for the previous result to be reinstated. This is the final stage of the internal appeals process and any decisions made are final.

Part 4: GCSE / GCE Non-Examination Assessment Policy

1. Scope and Rationale

Controlled assessment and Non-Examination assessment are forms of internal assessment which measure subject specific knowledge and skills which cannot be tested by timed written papers. JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking. Depending on the level of control defined within the specification, controlled assessments may take place for example:

- In a normal timetabled lesson.
- Entirely within the centre under supervision with controlled access to resources.
- Outside the centre and involve research with limited supervision.

This policy aims 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

Non-examination assessment may take place at any time during the course. However, tasks issued to candidates must be appropriate to the year in which the assessment will be submitted to the Awarding Organisation. Consideration must also be given for the timing of assessment within the scheme of work to ensure sufficient content has been delivered prior to allowing candidates an attempt at the assessment.

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, which we refer to when carrying out non-examination assessments in our school. This policy also considers the JCQ's guidance on post-results services and general regulations for approved centres.

2. Roles and Responsibilities

Vice Principal (Curriculum and Progress)

The Vice Principal (Curriculum and Progress) is responsible for:

- Ensuring that the centre's non-examination assessment policy is fit for purpose.
- Ensuring that non-examination assessments comply with JCQ guidance and awarding organisation subject-specific instructions.
- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible.
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification.
- Coordinating with Subject Leads to schedule Controlled Assessments and Non-Examination Assessments.

Subject Leads

Subject Leads are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment.
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding organisation.

- Ensuring that individual teachers understand their responsibilities regarding non-examination assessment.
- Ensure that an appropriate colleague attends relevant meetings or training, especially when facilitated by the Awarding Organisation.
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant.
- Ensure that non-examination assessment tasks set by the centre are consistent with the assessment criteria detailed in the specification and that they are accessible to candidates.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are always stored securely.
- Undertaking appropriate departmental standardisation of non-examination assessments.
- Liaise with the ICT technical team to ensure that any ICT requirements are in place and have been tested before controlled assessments or non-examination assessments take place.
- Ensure that internal curriculum area deadlines for controlled assessments and non-examination assessments are clear and are shared with all relevant staff, students and, where appropriate, their parents/carers.
- Ensure that assessment materials and candidates' work are always kept in secure conditions. In the case of work stored electronically, this will include protection from corruption. (If work is stored on memory sticks, these should be backed up and locked away after each session).
- Maintain records of all controlled assessment or non-examination assessment sessions within the curriculum area. Organise in liaison with the Exams and Data Manager, the submission of candidates' work for moderation, keeping a record of the names and examination numbers of those candidates whose work is included in the moderation sample.

Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with the awarding organisation's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes, or additional information on the awarding organisation's website
- Ensure that students are aware of the controlled assessment or non-examination assessment task requirements and know the assessment criteria they are expected to meet.
- 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 Organisation and take part in standardisation activities as required by the Curriculum Area Leader. Submit marks to the Awarding Organisation when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Check that candidates who are using electronic storage facilities only introduce permitted material into the assessment environment.
- Complete an attendance list for each controlled assessment or non-examination assessment session, indicating date, time, duration, supervision arrangements and details of any incidents.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. If 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 SENDCO for any assistance required for the administration and management of access arrangements.

Exams Office

The Exams Office is responsible for:

- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place.
- Supporting the administration/management of non-examination assessment in line with wider policy, Awarding Organisation requirements and JCQ regulations.

SENDCO

The SENDCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied.

IT Technicians

The IT Technicians is responsible for:

- Ensuring PCs and Laptops meet the JCQ regulations.
- Provide technical assistance where required and permitted by the regulations.

3. Task Setting

Where the centre is responsible for task setting, in accordance with specific awarding organisation guidelines, Subject Leads / Teachers will:

- Select from non-examination assessment tasks provided by the awarding organisation, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

4. Task Taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding organisation's specification says otherwise.

Supervision

- Invigilators are not required.
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates', however, it may be good practice to display these posters to support the process.
- Candidates should be directly always supervised.
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding organisation.
- Teachers will ensure that:
 - There is sufficient supervision of every candidate to enable work to be authenticated.
 - The work that an individual candidate submits for assessment is his/her own.
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution.
- The teacher will also:
 - Ensure that candidates understand the need to reference work.
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material.

Advice and Feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).
- Unless specifically prohibited by the awarding organisation's specification, teachers may:

- Review candidates' work and provide oral and written advice at a general level.
- Having provided advice at a general level, allow candidates to revise and redraft work.
- Any assistance that goes beyond general advice will be recorded and either considered when marking the work or submitted to the external examiner.
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.
- Teachers will not provisionally assess work and then allow candidates to revise it.
- Explicitly prohibited assistance will not be given.
- Failure to follow this procedure constitutes malpractice.

Resources

- Teachers will be aware of the awarding organisation's restrictions regarding access to resources.
- Unless otherwise specified by the awarding organisation, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.
- Candidates will not introduce new resources between formally supervised sessions.
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

Group Work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- Where it is permitted, some assignments may be undertaken as part of a group.
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified.
- Group assessment is not permitted.

5. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

Where required by the awarding organisation's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned.
 - The work was completed under the required conditions.
 - Signed candidate declarations are kept on file.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the Exams Office will be informed.

6. Task Marking

Internally Assessed Work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded. We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body. We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed. Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

7. Malpractice

The head of centre, senior leaders and the Exams Office will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice. Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive, or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice. Malpractice will be reported to the Exams Office who will investigate in line with the Malpractice policy.

8. Enquiries About Results

Candidates will be made aware of the arrangements for enquiries about results before they take any assessments.

Should a candidate wish to enquire about the result in a non-exam assessment, they should follow the procedure outlined in Part 3, 6. Internal Appeals (Assessment Decision).

Part 5: Exam Access Arrangement Policy

1. Introduction

What are exam access arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a pupil (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the pupil has appropriate access to the exam. At Penketh High School we will use every opportunity to identify pupils' needs from their first contact with the school. Information and evidence are gathered when a pupil transitions to PHS and from subject teachers. If appropriate, professional reports are requested that demonstrate an Additional Educational Need (AEN) and a recommendation for a reasonable adjustment to be made to meet the pupil's needs and the type of access arrangements that are appropriate. Exam access arrangements reflect the support that is given to a pupil who has SEND/AEN in the classroom, in internal exams and mock exams, and is considered their **normal way of working**. Access Arrangements are pre-examination adjustments for candidates based on evidence of need. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes, and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Purpose

The purpose of this policy is to confirm that Penketh High School fulfils "its obligations in respect of identifying the need for, requesting and implementing access arrangements." [JCQ 'General regulations for approved centres' Chapter 5]

2. Aims

Our EAA policy aims to:

- Reflect a whole centre approach to access arrangements
- Comply with JCQ criteria for reasonable adjustments for candidates with disabilities and learning difficulties
- Meet the needs of an individual candidate without affecting the integrity of the assessment

The Examination Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all pupils with additional learning needs (ALN) including those with formally diagnosed Special Educational Needs and/or Disabilities (SEND). The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual pupil may fulfil his or her full potential.

3. Legislation and Guidance

Penketh High School's Policy for Exam Access Arrangements complies with the statutory requirement and has been written with reference to the following guidance and documents:

- JCQ Access Arrangements regulations 2022-2023
- JCQ Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'
- SEND Code of Practice (2015)
- Disability Discrimination
- Removing Barriers to Achievement 2004
- Education Act 2001
- Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy

4. Definitions

The JCQ Regulations state Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. Ensure the proposed access arrangement does not unduly disadvantage or advantage the candidate. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments.

Normal way of working as defined by JCQ states that “The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:

- in the classroom
- working in small groups for reading and/or writing
- literacy support lessons
- literacy intervention strategies
- in internal school tests and mock examinations.

Reasonable Adjustments The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on several factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves costs, timeframes or affects the security or integrity of the assessment.

Special Educational Needs A candidate has “special educational needs” as defined in the SEND code of practice: 0 to 25 years, if they have a learning difficulty or disability, which calls for special educational provision to be made for them. The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mobility impairment mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Definition of disability: Section 6 of the Equality Act defines disability as a “physical or mental impairment which has a substantial and long-term adverse effect on someone’s ability to carry out normal day to day activities.”

Definition of special educational needs: A candidate has ‘special educational needs’ as defined in the SEND Code of Practice 2014: 0 to 25 years.

5. Identification and Application

In line with JCQ regulations, Penketh High School will make all decisions regarding access arrangements based upon whether the candidate has a substantial and long-term impairment, which has an adverse effect, in conjunction with the access arrangement being the candidate's **normal way of working**. Appropriate evidence of need will be available for inspection.

Access arrangements may include:

- Supervised rest breaks
- Extra time of up to 25%
- Extra time of up to 50%
- Extra time of over 50%
- Reader/Computer reader
- Read aloud.
- Scribe/Voice Activated software.
- Word processor.
- Transcript.
- Prompter.
- Oral Language Modifier.
- Live speaker for pre-recorded examinations components.
- Sign Language Interpreter.
- Practical Assistant.
- Alternative accommodation away from the centre
- Other arrangements for candidates with disabilities:
 - Amplification equipment; Braille; closed circuit TV; colour naming by the invigilator for candidates who are Colour Blind; Coloured overlays; low vision aid/magnifier; optical character reader scanners.
- separate invigilation with the centre.

Identifying the need for access arrangements

Students who may qualify for formal access arrangements during KS4 are identified early in KS3 (Y7-8). At this stage needs are identified, rather than formally assessed. Adjustments to Quality First Teaching within lessons are then made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments. In 2022/2023 Exact assessments are being trailed with year 9. Formal assessments for Access Arrangements take place in Y9 and 10 during the first half of Autumn Term. Students who have had EAA at KS2 are screened for EAA at this stage. Although they may have received EAA at KS2, it does not necessarily mean that they automatically receive it at KS4 exams because their needs may have changed. For example, a student who had a reader at KS2 may not qualify for a reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

Assessment

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations. For those students potentially requiring access arrangements formal assessment and an application to JCQ is carried out in Year 10 or 11. Assessments may also be carried out at other points, where necessary. When granted, access arrangements are valid for 26 months. Any student with scores which indicate a substantial impairment will be considered for access arrangements. The most recent tests are binding and determine any subsequent Access Arrangements. Specialist assessments for access arrangements will be carried out at Penketh High School by an appropriately

qualified assessor. Parents may request an independent assessment. However, Penketh High School may elect to accept or reject a privately commissioned report. If rejected the SENCO or a member of the Senior Leadership team must provide a brief, written rationale to support this decision, which must be available for inspection purposes. At Penketh High School, examination officers, specialist assessors, the SENCO and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations. If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed. If the SENCO and/or specialist assessor considers that access arrangements cease to be the student's **normal way of working**, they reserve the right to withdraw the permission, providing written confirmation to parents/carers.

Procedures for processing an application

Parents must declare at the time of enrolment and when completing the school information form if their child has any medical or psychological condition, SEND needs, previous EAA at another educational institution or any other issues that may require an EAA. Failure to disclose this negates Penketh High School from their responsibilities. Once diagnostic tests have been conducted, if there is a recommendation for EAA, the SENCO and Exams Officer will apply to JCQ. Since the application requires evidence of need, Penketh High School will hold evidence in its files that can be inspected at short notice.

This can include:

- Educational psychologist reports.
- Classroom observations and teachers' evidence
- Speech Therapist reports.
- Occupation Therapist reports.
- Letters from outside agencies such as hospitals, doctors, and CAHMS (Children and Adolescent Mental Health Service).
- Reports from Hearing Impairment (HI) and Visual Impairment (VI) advisory teachers.
- Copies of Statements of Special Educational Needs, or Education, Health Care Plans (EHCP).
- Permission from the exam board for the arrangements.
- A signed copy of Form 8 report by the academy's designated assessor/tester
- A record of all occasions when a pupil has been supported by EEA.

Joint Council for Qualifications (JCQ) deadlines are fully adhered to.

Evidence needed to apply for EAA

There are several pieces of evidence that can be used to apply for EAA to JCQ:

- Form 8 reports from a specialist assessor carrying out EAA assessments/tests.
- Previous EAA from another school.
- Subject teachers- examples of work as appropriate and support given in class or evidence from tests or mock exams.
- Results from baseline tests such as reading age, writing tests.
- Medical reports outlining significant medical needs and disability.
- An educational psychology report, which explicitly diagnoses severe dyslexia.
- A Speech therapy report, which diagnoses severe language impairment.

Deadlines for submitting applications

Access arrangements may cover the entire course. Ideally, they should be applied for at the start of the course. Access arrangements online must be used to process applications for the following qualification types: AQA Level 1, Level 2, Level 3 Technical qualifications, Cambridge Nationals, GCE, GCSE, WJEC Level 1, Level 2 General qualifications and WJEC Level 1, Level 2 Vocational qualifications.

Arrangements must be processed and approved before an examination or assessment, no later than the annual published deadlines.

Late applications on account of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the published deadline are permissible. In this scenario, Penketh High School must process applications as detailed in [JCQ 'General regulations for approved centres' Chapter 8, section 8.3] using Access arrangements online where required. Any application processed after the published deadline may be subject to scrutiny. The SENCO must ensure that the appropriate paperwork is on file and available for inspection. Where an existing approved application will expire prior to or during the June examination series, and the candidate is studying at the same qualification level, it is permissible to process a new on-line application upon expiry and after 31 March.

When a need for Access Arrangements has been identified, the relevant parties are informed:

- Parents in writing – the letter outline the type of arrangements that have been awarded.
- Students are informed verbally.
- Access Arrangement list is made available to the exam officer.
- A list of those who receive Access Arrangements is made available to all staff.

This information will be placed on the school's relevant shared drives.

Private Educational Psychologists' or other commissioned Reports

Penketh High School will not accept privately commissioned reports. This is because they cost significant amounts of money and can put some pupils at a disadvantage where pupils cannot afford them. Penketh High School will, in all circumstances, use their own assessments to determine whether a pupil is entitled to access arrangements. Parents who chose to commission a private report do so at their own expense. Where a private report suggests a pupil may be entitled to access arrangements, this will trigger an assessment by the Specialist Assessor. In any event, the assessment conducted by the school's Specialist Assessor will be used to determine entitlement to access arrangements and, where this contradicts with the private report, the School's decision will take precedence and will be final.

Use of a Word Processor

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

Penketh High School complies with JCQ Access Arrangements and Reasonable Adjustments 2022/2023 chapter 4 Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

(AA 4.2.1)

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

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate.
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments.

(AA 4.2.5)

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

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

Penketh High School complies with JCQ Access Arrangements and Reasonable Adjustments 2022/2023 chapter 5 as follows:

(AA 5.8.1)

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

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.

(AA 5.8.3)

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

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body).
- Does not simply grant the use of a word processor to a candidate because he / she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Use of a word processor will not be granted just because a candidate prefers to use one instead of writing. Instead, the following criteria will be used to determine which candidates would benefit from the use of a word processor.

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly.
- A medical condition.
- A physical disability / impairment.
- A sensory impairment.
- Planning and organisational problems when writing by hand – this may stem motor planning issues such as Dyspraxia or alternatively language processing issues.
- Poor / illegible handwriting.

Penketh High School complies with JCQ Instructions for Conducting Examinations Chapter 14 by ensuring:

- word processors are used as a typewriter, not as a database, although standard formatting software is acceptable.
- word processors have been cleared of any previously stored data, as must any portable storage medium which is used.
- an unauthorised memory stick is not permitted for use by a candidate.
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- word processors are in good working order at the time of the examination.
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- word processors are either connected to a printer so that a script can be printed off or have the facility to print from a portable storage medium.
- documents are printed after the examination is over.
- candidates are present to verify that the work printed is their own.
- word processed scripts are inserted in / attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body).
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- word processors are not used to perform skills which are being assessed.
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor.

- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Penketh High School further complies with JCQ Instructions for Conducting Examinations, Chapter 14 by ensuring:

- tablets used during examinations / assessments are designed to run for a long period of time once fully charged and are 'free-standing'.
- the battery capacity of all laptops and / or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- candidates are reminded that their centre number, candidate number and the unit / component code must appear on each page as a header or footer.
- candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- candidates are instructed to appropriately number each page.
- candidates are instructed to use a minimum 12pt font and double spacing.
- invigilators remind candidates to save their work at regular intervals.
- where it is possible 'auto save' is set up on each laptop / tablet.
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

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

- The candidates will be seated at the appropriate distances apart as designated in the ICE regulations.
- The charging leads will be connected to ensure that the word processor does not run out of battery during the exam.
- Power extension leads will be used if necessary to ensure that every candidate can charge their computer and that they can be seated appropriately in line with regulations.
- Any leads / wires that trail along the floor will be secured to ensure that they do not pose a trip hazard and that they pay due regard to any other health and safety considerations.
- The word processors will be checked to ensure they are in full working order prior to the exam, and they will be set up and ready to go at the start of the exam.

Invigilators have a key role in upholding the integrity of the external examination / assessment process.

- The centre is responsible for ensuring that use of a word processor will not cause distraction for other students and that the screen is not overlooked or can be read by others.
- Where a scribe / speech recognition technology is being used, it must not be overheard by or cause distraction to other candidates.
- The head of centre must ensure that all persons appointed as invigilators are responsible adults, are appropriately trained and fully understand the rules of the access arrangements being used.

- Yearly training sessions must be organised for invigilators and those facilitating an access arrangement for a candidate under exam conditions.
- A record of training given to invigilators and those facilitating an access arrangement for a candidate under exam conditions must be retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed.
- Invigilators must be familiar with the JCQ ICE document and fully understand their role and what is and what is not permissible in the examination room.
- A word processor cover sheet must be completed during the examination and attached to the script

Separate Invigilation

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo, Specialist Assessor or Head of Centre.

The decision will be based on:

- whether the candidate has a substantial and long-term impairment which has an adverse effect.
- the candidate's **normal way of working** within the centre.

6. Appeals

Where a candidate or parent/carer is not satisfied with the centre's decision relating to the award of access arrangements, they will have the right to complain under the TCAT Complaints Policy where they feel the school should be able to support the application for access arrangements. A complaint raised in respect of this will be expedited to ensure it is completed prior to the Awarding Organisation's deadlines for submitting special consideration applications ahead of the examination series for which the access arrangement is required.

7. Roles and Responsibilities

The SENCO

The SENCO is Emma Ogg EOgg@penkethhigh.org. They will:

- be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including access arrangements and general regulations.
- lead on the access arrangements process.
- Be familiar with and implement JCQ guidance for that year.
- if not the qualified specialist assessor, will work with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process.
- ensure that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- ensure arrangements put in place reflect a candidate's **normal way of working** within the centre.
- ensure the need for access arrangements for a candidate will be considered on a subject-by-subject basis.
- present when requested by the JCQ Centre Inspector, evidence of the specialist assessor's qualification.
- provide and annually review a centre policy on the use of word processors in exams and assessments.

- ensure criteria for candidates allowed separate invigilation within the centre is clear, meets the requirements of JCQ access arrangements and best meets the needs of individual candidates and remaining candidates in main exam rooms.

The Specialist Assessor

The Specialist Assessor is Kelly Smith KSmith@penkethhigh.org. They will:

- conduct appropriate assessments to identify the need(s) of a candidate.
- provide appropriate evidence to confirm the need(s) of a candidate.
- complete appropriate documentation as required by the regulations of JCQ and the awarding body.
- be familiar with JCQ publications relating to Access Arrangements and the General Publication.

The Principal/Head of Centre

The Principal/Head of Centre is John Carlin Principal@penkethhigh.org. They will:

- be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications relating to access arrangements and general regulations.
- ensure that processes for identifying the need for access arrangements and reasonable adjustments (referred to in this policy as 'access arrangements') for individual candidates is clearly defined and documented.
- ensure that staff roles and responsibilities in identifying, requesting, and implementing access arrangements are clearly defined in this policy.
- ensure a qualified specialist assessor is appointed and that evidence of the appropriate qualification(s) of the person(s) appointed is held on file.
- ensure that the assessment process is administered in accordance with the regulations.
- ensure a disability policy showing the centre's compliance with relevant legislation is in place.

Class teachers

Class teachers will:

- inform the SENCo/specialist teacher of any support that might be needed by a candidate.
- provide information to evidence the **normal way of working** of a candidate.
- support the SENCo/specialist teacher as required in identifying the need for access arrangements.

Part 6: Exam Contingency Planning

1. Scope and Rationale

The rationale for this policy is to ensure there is a consistent and effective response to major disruptions to the examination system which would affect the school's ability to facilitate public examinations or a candidate's ability to take their examinations at our centre. The implementation of this policy will safeguard candidates' and to maintain the integrity of the examination system. The Exam Contingency Plan sets out the course of action for major disruption which could prevent an exam from proceeding. This should be read in conjunction with the Exam Risk Assessment which provides guidance on smaller disruptions.

All staff involved in the administration of examinations and non-examination assessments at the school have a duty to read this policy and ensure that it is fully implemented to prevent malpractice and maladministration.

Where this part references JCQ regulations, further information can be found on their website: www.jcq.org.uk. This policy was written in consideration of the current JCQ regulations. Where there are changes to the regulations mid-year, The Exams and Data Manager has the discretion to vary this policy without consultation with governors so the centre can remain compliant with the regulations. Any changes made to the policy in this way will always be reviewed as part of the annual review process. If this discretion is abused, any member of staff or any pupil / parent may refer the matter under the TCAT Whistleblowing Policy.

The Exams and Data Manager may also make factual changes to this policy without consultation with governors. This may include, but not limited to, changes in personnel or changes to the curriculum for the current academic year. Factual changes can only be made without ratification where they do not alter the content of the policy. If this discretion is abused, any member of staff or any pupil / parent may refer the matter under the TCAT Whistleblowing Policy.

2. Communications

It is paramount for communications to be maintained at all times.

All staff involved in the examinations process should exchange personal contact details so that they can be contactable if the school's IT systems are lost. The staff involved in the examinations process includes, but is not limited to:

- Principal (Head of Centre)
- Vice Principal (Curriculum) (SLT Lead)
- Operations Manager
- Exams and Data Manager
- Exam Assessment Administrator
- Site Manager
- IT Technicians
- Invigilators
- Subject Teachers (for non-examination assessments)

Communications with parents will be maintained by using the text messaging system. Annual and termly data collection exercises take place in line with the Pupils Record Management Policy to ensure that up-to-date contact details are recorded on the system. Where the text messaging system is unavailable, or to

supplement the text messaging system, it may be appropriate for communications to be maintained using the school's social media channels and website.

Internal communication will ordinarily be maintained by email or telephone. Where the email and/or telephone system fail, alternative communication methods will be sought, such as personal communication devices. The exams office has a direct telephone line, which will allow exams office staff to maintain telephone communications with external contacts where internal systems have failed.

If the Exam Contingency Plan is invoked, the relevant Awarding Organisations must be contacted at the earliest opportunity.

3. Related Policies

The Examination Contingency Plan should be read in conjunction with the Penketh High School Business Continuity Plan, which provides further detail of the protocols and procedures to be followed in the event of an 'emergency' or 'major incident'.

4. Potential Major Disruptions

Disruption to the staff involved in the examinations process.

Criteria

- The Exams and Data Manager or Exam Assessment Administrator are absent for an extended period owing to sickness or other incapacity.
- The Exams and Data Manager or Exam Assessment Administrator leave mid-year.
- Invigilators are unable at short notice, become ill during the exam or do not report for duty.

Action

- A team-based approach will be used to ensure that more than one person is aware of the processes to be completed in the absence of one or more colleagues.
- This policy documents the school's policy, processes and procedures that are to be followed in relation to exams and can be used to guide colleagues required to deputise for exams office staff.
- Curriculum Area Leaders will complete and return an Exam and Curriculum Planning Document each year which will collate information on qualifications currently being delivered with intended entry points. This is updated in Arbor so entries can be made for the correct subject.
- An annual calendar will be created, using the school's overview, to identify essential tasks, key dates, and deadlines.
- All information relating to the examinations process will be shared will be made available on the shared network, so all members of the team are able to access it.
- Where necessary, the Exams Office may prepare a set of training notes to support with the completion of tasks in the absence of a member of the team.
- Appropriate training and CPD will be made available to Exams Office Staff and invigilators to ensure they can discharge their duties in the absence of one or more members of the team.
- The Head of Centre and SLT Lead will have an overview of the school's examinations process, so they are able to support if necessary.
- Where both the Exams and Data Manager and the Exam Assessment Administrator are absent concurrently, third-party support will be requested:
 - Warrington Borough Council Schools IT Support – to support with MIS (agreed SLA).

- TCAT Schools – to share Exams Office Staff to support key processes.
- Invigilators – to highlight and support school-specific operations.

These colleagues will be able to use this policy and other associated documentation described above to support the delivery of examinations.

- Where the Exams and Data Manager or Exam Assessment Administrator are unable to come to work, but are still 'fit to work', they will continue to support the examination arrangements remotely.
- Additional Hours may be negotiated, where appropriate, with Exams Office staff or the casual invigilation staff to ensure pupils are not disadvantaged by administrative errors in accordance with the regulations.
- Sufficient external invigilators should be recruited and trained for the examination series to ensure there are sufficient invigilators with some additional capacity. The required number will be identified at the outset of the year based on numbers required for mock exams, additional invigilation (i.e. separate rooms or alternate site arrangements). This can then be used to identify if additional recruitment is required which will be undertaken as soon as possible in the year.
- Where we are suddenly short of invigilators, support staff may be seconded to invigilate.

Disruption of teaching time in the weeks before an exam where the centre is closed, or candidates are unable to attend for an extended period.

Criteria

- The centre is closed.
- One or more candidates are unable to attend for an extended period during normal teaching time.

Action

- The centre remains responsible for the preparation of candidates.
- For modular courses (such as BTECs, Cambridge Nationals, etc.), it may be appropriate for candidates to defer the entry of their examination or coursework to the next opportunity, where this can be facilitated prior to the completion of the course.
- Where there is no opportunity to defer entry, for example if the pupil has reached the end of their course or the course is linear, it may be appropriate to consider applying for Special Consideration, where this is appropriate, and the candidate's disadvantage can be appropriately evidenced in accordance with the regulations.
- Where pupils are unable to attend school but are 'fit to study', for example during a closure of the centre, teaching staff will be responsible for sending work home. Where a small cohort is affected, it may be appropriate for work to be posted home, emailed home, or collected by parents. Where a larger cohort is affected, it may be appropriate for work to be emailed to pupils on the student email system or uploaded to Microsoft Teams for pupils to access online.
- If a candidate is unable to attend the centre, it may be appropriate to explore a transfer of candidate or an alternate site arrangement.

Disruption of teaching time in the weeks before an exam because of individual teacher absence.

Criteria

- A member of teaching staff responsible for preparing a class for an examination or assessment is absent for an extended period owing to sickness or other incapacity.
- A member of teaching staff responsible for preparing a class for an examination or assessment leaves mid-year.

Action

- The centre remains responsible for the preparation of candidates.
- Where a member of staff is absent for longer than three school days, it is a legal requirement to recruit a subject specialist.
- Where it is known that the teacher will be absent for an extended period, it may be appropriate to consider re-timetabling the classes onto another member of staff. This will always be done on a case-by-case basis in consultation with the Vice Principal (Curriculum), the Curriculum Area Leader and the colleagues who will be impacted by the timetable changes, within the broader constraints of the curriculum.
- Where a Curriculum Area Leader is absent, appropriate communications will be established with the nominated second-in-department / acting head of department to ensure that administrative process is not impacted.

Disruption to the delivery of examination materials.

Criteria

- Examination materials are not received in time for the assessment.
- Pre-release materials are not received by the date to be made available to teachers/candidates.

Action

- Exam materials will be checked in by the Exams and Data Manager and Exam Assessment Administrator on arrival. Where materials have not been received five school days (three school days for NCFE) before the scheduled assessment, the Awarding Organisations will be contacted to discuss the situation.
- Where the examination is to proceed to the original timetable, it may be necessary to request an electronic copy of the examinations paper so the centre can print our own copies in accordance with the appropriate regulations. The Reprographics Officer will ensure that there are sufficient reprographics supplies to facilitate this if appropriate.

Disruption to the examination rooms being used by the centre.

Criteria

- An examination room is unavailable because of a break-in, fire, or other natural disaster.

Action

- Sufficient rooms will be booked prior to the examination series to ensure that candidates can be re-seated if necessary and appropriate.
- Exam rooms will be locked when not in use and regular checks will be conducted by the Exams Office, in conjunction with the Site Team, to ensure that there are no security risks or other damage that may prevent the room being used.
- Where a room is unable to be used, all resources will be put into place to ensure the room can be returned to use as soon as possible.
- In the event a smaller examination room is unavailable or there is a small cohort expected to sit the examination, an alternative room will be prepared for use for that examination. Additional hours may be negotiated with Exams Office Staff or the casual invigilation staff as required so the room(s) can be prepared and made compliant with the regulations and so candidates are not disadvantaged by administrative errors.

- Where the Sports Hall is unavailable and there is a large cohort expected to sit the examination, alternative rooms will be sought in the school. It may also be appropriate to consider relocating part of the cohort to a different venue or school. Support in sourcing an additional venue will be arranged through Adrienne Laing, TCAT Operations Director, who should be able to support in providing venues at neighbouring schools within the Trust. This will be done in consultation with the Awarding Organisations.
- Where appropriate, applications for Special Consideration should be made.

Disruption to the IT Systems required for the administration or conduct of an examination or assessment.

Criteria

- The loss of assessment materials stored on the IT System.
- The failure of the IT Network.
- Power cuts.
- Cyber Attacks.
- The above criteria may be met either accidentally or by malicious intent.

Action

- The IT Technicians have firewalls in place to prevent any threats from accessing the system.
- The IT Technicians have anti-virus software installed on our Cloud-Based servers (prior to any viruses hitting our local systems) and at PC-level to detect and remove any viruses.
- Regular backups are scheduled on the system to take copies of the network which can be restored immediately following the loss of the system. A copy of the Exams Restricted Access folder will be taken at regular intervals and stored on a pen drive which will be kept in one of the exam's safes, which will allow exams office staff access to information on a stand-alone device in the event of system loss.
- Information should be printed and shared with the relevant stakeholders at the earliest opportunity to minimise the disruption caused by 'last minute' systems failures. This also means that any necessary amendments can be made in good time.
- Appropriate security measures will be imposed on the system. Pupils completing assessments will use restricted IT accounts to prevent plagiarism and unauthorised access. Secure materials will be stored in folders with restricted permissions. This will prevent unauthorised access to materials.
- Where a candidate's work is lost or corrupted, the IT Technicians will attempt to recover the latest version from backup.
- Where Arbor is lost or corrupted, a support call will be logged with Arbor to recover the system from backup. Where the submission of entries or download of results might be delayed by the loss of Arbor, the Awarding Organisations will be contacted to negotiate an extension to the entry deadlines or alternative provision for entries to be made / results to be downloaded.
- Where the IT systems fail, the IT Technicians will attempt to restore the systems as soon as practically possible. Alternative systems will be made available to Exams Office Staff, such as local logins to Network PCs or laptops so work can continue using the backup of the Exams Restricted Access folder stored on the pen drive in the safe. Where assessments are due to take place which require computer systems, such as Non-Examination Assessments or on-screen tests, these may be rescheduled within the constraints of the regulations. Where it is not possible to reschedule the session, advice will be sought from the Awarding Organisation and special consideration applied for.
- Where there are power cuts and where assessments are due to take place which require computer systems, such as Non-Examination Assessments or on-screen tests, these may be rescheduled

within the constraints of the regulations. Where it is not possible to reschedule the session, advice will be sought from the Awarding Organisation and special consideration applied for.

Disruption to pupils arriving at school to complete the examination or assessment.

Criteria

- Medical problem resulting in candidate admitted to hospital or housebound.
- Significant adverse weather prevents candidates arriving at school.
- Significant transport problems prevent candidates arriving at school.

Action

- Where a candidate is admitted to hospital or is housebound but remains 'fit to sit' the examination or assessment, it may be necessary to negotiate with Awarding Organisations to arrange for an individual candidate to sit the examination off site. Arrangements will be made within the constraints of the regulations and in consultation with the Awarding Organisation to ensure the integrity of the examinations process is maintained.
- Where significant adverse weather or transport problems prevent candidates arriving at school, it may be necessary to delay the start time of the examination. Candidates will be calmed and reassured prior to entering the exam room. Additional separate rooms might be required so candidates can sit the examination in a quiet environment without being disrupted in the Sports Hall.
- Where a candidate is stranded, it may be appropriate for two members of staff to collect them, so they are able to arrive at school for the examination.
- Where a candidate arrives 'very late', the appropriate paperwork will be submitted to the Awarding Organisation.
- Where appropriate, special consideration should be applied for.

Disruption to the centre resulting in the centre being unable to open during the examination period (a).

Criteria

- School closed because of a localised Public Health outbreak.
- School closed because of staffing issues.
- School closed because of local health and safety issues.
- School closed because of systems failures.
- School closed because of other local issues.

Action

- Where the school is closed because of a localised Public Health outbreak, the Exams Office will assess whether alternative arrangements can be made for candidates to take the assessments at another school / venue.
- Where the school is closed because of staffing issues, the Exams Office will assess whether sufficient staff / invigilators can still arrive at school for the examination to take place as normal. Where this cannot be maintained, the Exams Office will assess whether alternative arrangements can be made for candidates to take the assessments at another school / venue.
- Where the school is closed because of health and safety issues, the Exams Office will assess the extent to which the health and safety issues will affect the ability for the assessment to take place as scheduled. Where the issues do not impact on the exams office and assessment areas being used, the assessment will take place as scheduled. Where this is not the case, the Exams Office will

assess whether alternative arrangements can be made for candidates to take the assessments at another school / venue.

- Where the school is closed because of systems failures, the Exams Office will assess whether sufficient systems remain intact for candidates and staff to come on site without compromising health and safety or safeguarding commitments. Where this is not the case, the Exams Office will assess whether alternative arrangements can be made for candidates to take the assessments at another school / venue.
- Where the school is closed because of other local issues, the Exams Office will assess the situation and proceed accordingly.
- In any event, communication with staff and candidates will be maintained using the procedures established in the *Communications* section.
- In any event, appropriate special consideration applications will be made.

Disruption to the centre resulting in the centre being unable to open during the examination period (b).

Criteria

- School closed because of a national public health outbreak.

Action

- The actions for this disruption are intentionally non-prescriptive so the Exams Office can respond as appropriate to the published guidance.
- The Exams Office will liaise with the Head of Centre and Vice Principal (Curriculum) to interpret the latest guidance from the Department for Education and Ofqual and respond accordingly.
- In such scenarios, it is likely that home working will be promoted and, where possible, the school will promote this for staff. This may include making provision for Exams Office staff to be access the Remote Desktop Server so they are able to access Arbor and confidential documents stored on the school network which should not be removed from the school network.
- Where appropriate, Exams Office staff may be required to attend work to complete essential tasks that cannot be completed from home. Where this is required, appropriate steps will be taken to implement government guidance on safe working.
- In any event, communication with staff and candidates will be maintained using the procedures established in the *Communications* section.
- In any event, appropriate special consideration applications will be made (where applicable within the guidance provided by the Department for Education and Ofqual).

Disruption to the marking of internal assessment / non-exam assessments.

Criteria

- Absence of staff responsible for marking assessment.

Action

- Ensure that additional members of staff are suitably trained and qualified to assess internal components so that unmarked assessments can be reallocated. Where there are no other appropriate members of staff in school, alternative arrangements will be made within TCAT if appropriate and available.
- Advice will be sought from Awarding Organisations to request an extension or to submit the unmarked assessment.

Disruption to the distribution of results on results day.

Criteria

- The centre is unable to open on the restricted release day or results day for the download or release of results.
- System failures prevent the Exams Office from downloading or releasing the results.

Action

- Where the Exams Office is unable to download the results onto Arbor on restricted release day, the Exams Office will download 'Statement of Results' from each Awarding Organisation's secure website. This will be done in a way that maintains the security of the results prior to 08:00 on Results Day and in accordance with the TCAT GDPR Policy. These will then be collated for candidates.
- Where the centre is unable to open on Results Day, results may be made available to candidates at an alternative venue. This will be communicated with candidates using the methods identified in the *Communications* section.