



The Blue Coat
School

EXAMINATION POLICY

Approved By	Local Governing Committee
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1. Introduction

This document contains examination specific policies. There are links to Cranmer Education Trust policies where appropriate.

2. Examinations: Equality policy

2.1 Purpose

This section provides an exams specific supplement to the Cranmer Education Trust Equalities Policy. It details how the centre will recognise its duties towards disabled candidates, as defined under the Equality Act 2010 and JCQ's [General Regulations](#) for Approved Centres (GR).

2.2 The Equality Act 2010 Definition of Disability

A definition is provided on page 4/9 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#) (AA) (**Definitions** section).

2.3 Identifying the need for Access Arrangements

Roles and responsibilities

Head of centre:

- Is familiar with the entire contents of this policy, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA
- Ensures an appropriately qualified person is appointed and that evidence of the qualification(s) of the person appointed is held on file.

Senior leader(s):

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA

Special Educational needs coordinator (SENDCo):

- Has full knowledge and understanding of the contents of this policy, refers to and directs relevant centre staff to the annually updated AA.
- Ensures the quality of the access arrangements process within the centre.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented.
- Appoints a qualified assessor on all matters relating to assessing candidates and the administration of the assessment process for access arrangements.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.

Teaching staff / Teaching Assistants:

- Inform the SENDCo of any support that might be needed by a candidate.
- Where appropriate, provide comments/observations to support the SENDCo to paint a holistic picture of need, confirming the normal way of working for a candidate.

2.4 Requesting Access Arrangements

Roles and responsibilities

SENDCo:

- Determines whether the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated.
- Applies for approval through CAP (Centre Administration Portal) or through the awarding body where qualifications sit outside the scope of Access Arrangements Online (AAO)
- Ensures appropriate and required evidence is held on file to support applications in AAO, including the completion of JCQ Form 8/ 9/8RF where required, and a body of evidence to substantiate the candidate's normal way of working within the centre.
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms.
 - appropriate evidence to support the need for the arrangement where required.
 - appropriate evidence to support normal way of working within the centre.
 - in addition, for GCSE and GCE qualifications (where approval is required), a printout of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector.
- Files must be available online and in paper form

2.5 Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments, internal assessments and non-examined assessments (NEA)

Head of centre

- Supports the SENDCo, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

SENDCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)

Exams Officer

- Is familiar with the contents of the annually updated JCQ publications General Regulations and Instructions for Conducting Examinations
- Ensures that arrangements are in place for approved access arrangements to be put into place in the examination room in accordance with the contents of the annually updated JCQ publications.

Other relevant centre staff

- Support the SENDCo and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

Facilitating access - examples

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

On a candidate-by-candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment

- adaptation of the physical environment for access purposes

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

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<p><i>SENDCo gathers evidence to support the needs of the candidate to take exams at home.</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through the Centre Admin Portal (CAP)</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence.</i></p>
Persistent and significant difficulties in accessing written text	Reader/ computer reader OR 25% Extra time	<p><i>SENDCo confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Appropriate exam arrangements are put in place by SENDCo and EO.</i></p> <p><i>Briefs invigilator to monitor candidates use</i></p>
Significant difficulty in concentrating	Prompter	<p><i>SENDCo gathers evidence to support substantial and long-term adverse impairment.</i></p> <p><i>Confirms with candidate how and when they will be prompted.</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting.</i></p>
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment.</i></p> <p><i>Provides height adjustable desk in exam room if necessary.</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities.</i></p> <p><i>Spaces desks to allow wheelchair access.</i></p> <p><i>Seats candidate near exam room door.</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room.</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment.</i></p>
Severe cerebral palsy, with no use of hands	Scribe	<p><i>SENDCo confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Appropriate exam arrangements are put in place by SENDCo and EO.</i></p>

3. Candidate Identification

- This section sets out the school's procedure for identifying candidates sitting external examinations.
- The school does not accept external candidates for examinations.
- The school complies with JCQ General Regulations for Approved Centres.

3.1 Seating and identifying candidates in exam rooms

- Senior members of centre staff who have been authorised by the Head of Centre will be present at the start of the examination to assist with the identification of candidates.
- The Exams Officer will produce a seating plan for each exam room and an attendance register for each exam as per JCQ and awarding body requirements.
- A register of all candidates present in the exam room will be taken at the start of the exam.
- Candidates must attend exams in full school uniform.
- Sixth form candidates have photo ID badges and these must be worn and visible at all times during exams.
- In cases where it is impossible to identify a candidate due to the wearing of religious clothing such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove their religious clothing for identification purposes. Where this is applicable, the candidate will be informed of this procedure prior to their first examination. Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination.
- The Exams Officer will ensure that all invigilators are aware of these procedures.

4. Exam Access Arrangements (EAA)

4.1 Defining Access Arrangements

The Joint Council for Qualifications (JCQ) explains that access arrangements "allow candidates with special educational needs and disabilities (SEND) or temporary injuries to access an assessment and show what they know and can do without changing the demands of the assessment".

Access arrangements should meet the needs of a candidate without affecting the integrity of the assessment or putting the candidate at an advantage.

The JCQ approved tests that the school uses to identify the need for access arrangements can be found within this section.

4.2 Eligibility Criteria

The JCQ publishes information on access arrangements, reasonable adjustments, and special considerations for examinations for each school year.

AA suggests the types of access arrangements that may be appropriate for pupils with:

- Cognition and learning needs.
- Communication and interaction needs.
- Sensory and physical needs
- Social, mental and emotional needs

The section explains that adjustments will not be approved if they:

- Involve unreasonable costs to the awarding body.
- Involve unreasonable timeframes.

- Affect the security and integrity of the assessment.
- Put the candidate at a significant advantage to their peers.

4.3 Types of arrangements available

The list of access arrangements and adjustments provided by the JCQ is not exhaustive and pupils requiring other access arrangements or adjustments may also be accommodated.

AA gives detailed information about the access arrangements available, including an explanation of what each arrangement entails, the circumstances in which it can be provided, and the evidence required for it to be approved.

The arrangements include:

- Supervised rest breaks
- Extra time (25%, up to 50%, or over 50%)
- Use of a reader or computer reader
- Use of a scribe/speech recognition technology
- Use of a word processor
- Use of a prompter

4.4 Procedures for exam access arrangements

This information should be read in conjunction with the school's Special Educational Needs and Disability (SEND) policy which sets out the procedures for identifying SEND, making and evaluating provision for pupils with SEND, and monitoring the pupils' needs for access arrangements.

Pupils will be identified for **possible** access arrangements through a combination of the following criteria:

- From Year 7 as a result of information from primary schools, prior access arrangements and/or low attainment scores in relevant assessments.
- From Year 12 as a result of information from secondary schools, prior access arrangements and/or low attainment scores in relevant assessments, plus retesting in Year 13.
- Referral from a teacher and evidence supporting the student's area of need.
- Exam Access Arrangements (EAAs) granted/officially approved by previous secondary school, subject to relevant paperwork being sent to the SEND department, in addition to clear evidence of need, normal way of working and confirmation of qualifications of previous school's specialist assessor.
- Internal assessment data.
- Education, Health Care Plans
- Presentation of a recent medical letter/diagnosis from a qualified health care professional.

'Provisional' access arrangements granted in Years 7, 8 or 9 are not automatically guaranteed for GCSE, AS or A-Level exams. Official approval is normally requested by the Autumn Term of Year 10 and is subject to results from our designated specialist and/or a medical diagnosis/report.

EAAs have to be officially approved for all students taking GCSE, AS and A Levels. At KS3, classroom teachers can offer extra time during classroom activities at their discretion, to help build a picture of need, however arrangements are only 'provisional'. During Key Stage 3 assessments, Extra Time is not given unless a young person has an EHCP. This is because, extra time cannot be guaranteed for any young person at Key Stage 4 and therefore it is important that they build examination resilience and stamina so that if they are not allocated extra time in the future, they are not disadvantaged.

Students who are deemed eligible for access arrangements in Key Stage 4 will be tested (at the earliest, at the end of Year 9) by the school's designated specialist assessor to ensure the results are valid for official approval for the entire GCSE period.

All exam access arrangements for Key Stage 5 students (A levels) must be resubmitted for official approval in the sixth form by the school, regardless of whether or not they had exam access arrangements for GCSEs. Evidence of continued need within the classroom is also essential for this process.

Exam access arrangements for students in Years 11, 12 and 13 will only be considered for those students identified before the Christmas break of the academic year in which they are taking their final examinations. This allows for sufficient time to gather evidence of need in the classroom, evidence of normal ways of working (including the mock exams) and assessment by the school's designated specialist assessor. This evidence is required to meet the JCQ deadline for submissions (currently set in February).

As per the JCQ guidance, the school will not accept privately commissioned assessments (for example dyslexia reports) as sole evidence for exam access arrangements. Privately commissioned assessments will only be considered as background evidence additional to qualitative and quantifiable evidence gathered by the schools own assessments, to reflect the candidates' significant, persistent and long-term need and their normal way of working in school.

With the exception of temporary illness or injury on the day of the examination, students who require EAA provision for medical purposes will need to provide written evidence from an appropriate medical professional in the March of the year they will be sitting exams, stating their current diagnosis, treatment and details of how it might affect their performance. Historical information will not be taken into consideration. Any EAA provision will then be put in place to comply with current JCQ regulations, which may differ from that suggested by the medical professional.

The Achievement for All Department (AFA) is responsible for EAA provision and duties include the following:

- Ensuring there is appropriate evidence for a student's exam access arrangements.
- Informing subject teachers at regular intervals regarding student's exam access arrangements and how they should be supported in the classroom.
- Liaising with the exams team
- Informing parents/carers about students' provisional access arrangements, specialist assessor tests and official approval of arrangements for GCSE or A Levels.
- Ensuring each student understands how to use their access arrangements and under what circumstances.
- Monitoring the use of exam access arrangements to ensure they remain appropriate and they become the student's normal way of working.

It is the responsibility of the subject teacher to ensure EAAs are put in place for any externally-related assessments taking place in lessons (these do not include formal GCSE/A Level exams). This will be done with the support of the AFA Department where required.

Further information about access arrangements can be found at: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

4.5 JCQ approved tests used to identify the need for Exam Access Arrangements

The Head of Centre will ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualification(s) will be held on file for inspection purposes and be presented to the JCQ Centre Inspector upon request.

Name of test	Description
WIAT III Single Word Reading	includes letter identification, phonological awareness, letter-sound awareness, accuracy and automaticity of word recognition.
WIAT III T Reading Comprehension	stories and sentences include literal, inferential and lexical comprehension, oral reading accuracy and fluency and word recognition in context.
WIAT III T Reading Speed	Measures oral reading of two passages; can compute Reading Speed (total seconds), Reading Accuracy (number of words correctly read) and Reading Fluency (number of words correctly read per minute)
WIAT III T Spelling	includes letter-sound correspondence for vowels, consonants and consonant blends, regular and irregular words, contradictions, and high-frequency homonyms.
DASH Free Writing (Hand)	The DASH provides a measure of handwriting speed and accuracy.
WRAT 5 Word Reading	measures untimed letter identification and word recognition. The examinee reads aloud a list of letters/words.
WRAT 5 Sentence Comprehension	measures the ability to identify the meaning of words and to comprehend the ideas and information in a sentence using an untimed modified cloze procedure.
WART 5 Spelling	measures an individual's ability to write letters and words from dictation without a time limit.
WRAT 5 Maths Computation	measures an individual's ability to count, identify numbers, solve simple oral math problems, and calculate written math problems with a time limit.
WRAT 5 Reading Composite	score is created by combining the Word Reading and Sentence Comprehension standard scores.
EXACT	Assesses skills including: Word Recognition Reading Comprehension accuracy Reading Comprehension Speed Spelling Typed dictation Speed. Handwritten dictation speed

4.6 Use of word processor

A word processor cannot simply be granted to a candidate because they want to type rather than write in examinations or can work faster on a keyboard or because they use a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.

The use of a word processor could be granted if the candidate has one or more of the following (this list is not exhaustive):

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting
- a physical injury which leaves them incapable of writing

5. Non-Examined Assessments (NEA)

NEA is defined as work assigned to and completed by a student during a course of study; it is evaluated as part of the student's final grade in the course.

NEA will form an element of the assessment procedures in both the internal and the external assessment (through the public examination system) of students. Ensuring the validity of the marks produced from NEA is vital in maintaining the integrity and reputation of this school in the assessment of its students.

Each subject department is responsible for:

- developing, maintaining and implementing its own internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and the exam board regulations, and these will be evidenced in ongoing departmental practice.
- implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external NEA as regulated by the examination board and agreed by the school.

5.1 NEA Procedure

The Head of Department is responsible for ensuring that:

- the current JCQ document 'Instructions for conducting non-examination assessments' and awarding body subject-specific regulations are complied with.
- the Exams Officer is made aware of all relevant entry information.
- the workload of staff and students is a primary consideration and catered for in the planning, scheduling and assessment of NEA.
- assessment deadlines are clear, realistic, agreed with all teachers in the department, published in advance to students and their parent/guardian and shared with all relevant parties (Senior Leadership Team, Heads of Year, Form Tutors).
- the procedures for both internal and external NEA are published and understood by all staff and students.
- all teacher feedback, throughout preparation and prior to commencement of the assessment, will refer to mark schemes and criteria, and subsequent feedback during the NEA time frame is in line with the specific exam board regulations for that subject.
- all staff in the department follow the procedures for subject teachers as outlined in the JCQ regulations 'Instructions for conducting controlled assessments'.
- alternative arrangements are made for students absent from a NEA, so that they are given sufficient opportunity to complete the assessment within the guidelines of the examining body.
- any IT requirements are requested well in advance.
- adequate security procedures are in place for storing NEA materials in the department.
- each student entitled to EAAs receives the identified support, where relevant.

Each subject tutor is responsible for implementing the departmental procedures for setting and managing NEA and will ensure that:

- students are fully aware of the NEA task requirements by giving them the course specification and marking criteria.
- students are fully aware of the NEA task deadlines and the procedures for marking, standardisation and moderation which will be carried out in school.
- students are fully aware of the internal appeals procedure and the regulations concerning misconduct and malpractice.
- written feedback on progress and standard to date is in line with the exam board regulations for the qualification and is provided and retained by the school. This may be evidenced electronically if submitted/maintained in this manner. Such feedback will be used as part of the appeals procedure where it is invoked by the student, parent or guardian.
- they attend standardisation and moderation meetings as required by the Head of Department and carry out all agreed adjustments to NEA marks.
- they annotate final NEA according to examination board guidelines to highlight how marks have been achieved. This will be important if the work is examined within either the internal appeals procedure or any subsequent procedure carried out by the examination board.

Marks must be disclosed to students in time for the student to request an appeal in accordance with the Examinations Appeals policy. Students must be informed at the same time as marks are disclosed that the moderation process may lead to mark changes, both negative and positive, by the examining body.

The exams office will:

- process entries in accordance with JCQ and examination board guidelines based on information provided by Heads of Department
- where confidential materials are directly received by the exams office, be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format
- distribute any marksheets for teaching staff to use and collect and send marksheets to awarding bodies before deadlines
- Apply for access arrangements as advised by the Special Educational Needs Co-ordinator (SENDCo).

The SENDCo will:

- identify students and applicable access arrangements, notifying the exams office at the start of each academic year.
- ensure pupils are aware of their entitlement.
- work with teaching staff to ensure requirements of support staff are met in good time.

5.2 NEA deadlines for students

The deadline for students is in two parts:

- the submission date, when all NEA should be handed in by students.
- the final acceptance date, for those students who failed to meet the submission date and after which no NEA will be accepted. The student is given either a mark for any incomplete work submitted or a zero mark if no work is submitted.

5.3 Malpractice

Any allegations of malpractice will be dealt with via the malpractice section within this document. Malpractice may include but is not limited to:

Plagiarism

Plagiarism is using others' ideas and words (possibly from books and websites) without clearly acknowledging the source of that information and thereby attempting to present this as original work. This includes directly copying another student's work.

Falsifying or fabricating data

Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results.

Collusion

Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.

Any other wilful deception in any element of an assessment.

5.4 Ownership of NEA

- The ownership and copyright of NEA assignments is retained by the teacher and the school.
- On completion, the NEA submitted by students becomes examination material and the school holds it securely until it has no further value as examination material. Ownership of this original NEA is passed to the school on submission by the student.
- Any sample of NEA sent to an examination board becomes the property of the board and they may decide to use the material for training purposes.
- Students should carefully retain copies of all their work, as the original work will not be returned.

5.5 Use of electronic material required for NEA

It is the head of department's responsibility to liaise with the Information Technology department to ensure that all appropriate security measures are in place to ensure compliance with the exam board's specific requirements for the subject.

6. Distribution of JCQ Material Policy

- JCQ *Instructions for the Conduct of Controlled Assessments* booklet is distributed to each Head of Department in September or October of each academic year.
- A copy of the General Regulations is given to the Head of Centre in September of each year.
- All relevant information for candidates included on the JCQ website is brought to the attention of Y10, Y11 Y12 and Y13 in September/October of each academic year.
- *Instructions for the Conduct of Examinations* booklet is available in the exams office and there is a copy of the booklet in each of the school's large exam rooms, i.e. gym and main hall.
- All other notices are displayed inside/outside examination rooms as appropriate.
- A copy of the booklet for Access Arrangements, Reasonable Adjustments and Special Consideration is given to the Special Educational Needs and Disabilities Coordinator in September/October of each academic year.

7. Special Consideration

The school will consider and may apply for special consideration in relation to students who meet the requirements as set out in the current version of JCQ document '*A guide to the special consideration process*'. This document states:

'Special consideration is a post-examination adjustment to a candidate's mark or grade. This is to reflect temporary illness, temporary injury or some other event outside of the candidate's control at

the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

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

- Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.
- Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.
- In certain circumstances, a candidate who has missed a timetabled component for acceptable reasons may apply for special consideration and if successful an adjustment may be made to the terminal grade in accordance with Chapter 4 of the JCQ document *A guide to the special consideration process*.
- The candidate must support any special consideration claim with appropriate evidence within three days of the examination, for example by providing a letter from the candidate's doctor.
- Any request for special consideration after the external deadline and prior to the release of results will be at the discretion of the Head of Centre but may not be accepted by the awarding body.
- Upon receipt of the appropriate information and if the centre is satisfied that there is a valid claim, the exams manager will complete the application process and submit it to the awarding body.

8. Contingency

This section examines potential risks and issues that could cause disruption to the management and administration of the exam process at The Blue Coat School by outlining actions/procedures to be invoked in case of disruption. It is intended to mitigate the impact these disruptions have on our exam process.

At all times, the Examinations Officer and/or Senior Leadership Team (SLT) will liaise with the relevant Awarding Organisations to ensure any contingency plan meets with its requirements and that JCQ regulations are adhered to.

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

This plan complies with JCQ's *General Regulations for Approved Centres* (section 5) in that:

The centre agrees to "have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;"

8.1 Causes of potential disruption to the exam process

8.1.1 Exam Officer extended absence at key points in the exam cycle

TASK (alternative provision shown in RED)

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

- *Planning*
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered (SLT)
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines (SLT)
 - sufficient invigilators not recruited and trained (HR plus SLT)
- *Entries*
 - awarding organisations not being informed of early/estimated entries which prompts release of early information required by teaching staff (SLT)
 - candidates not being entered with awarding organisations for external exams/assessment (SLT)
 - awarding body entry deadlines missed or late or other penalty fees being incurred (SLT)
- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared (SLT, data team)
 - candidates not briefed on exam timetables and awarding body information for candidates (Heads of Year)
 - exam/assessment materials and candidates' work not stored under required secure conditions (SLT)
 - internal assessment marks and samples of candidates' work not submitted to awarding organisations/external moderators (data team/SLT)
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding organisations (SLT)
 - required reports/requests not submitted to awarding organisations during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration (SLT)
 - candidates' scripts not dispatched as required to awarding organisations (SLT/Lead Invigilator)
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates and the facilitation of the post-results services (SLT)

8.1.2 SENCo extended absence at key points in the exam cycle

TASK (alternative provision shown in RED)

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

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements (SLT)
 - evidence of need and evidence to support normal way of working not collated (SLT)
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body (SLT)
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline (SLT)
 - staff providing support to access arrangement candidates not allocated and trained (SLT/SENDCo)
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms (SLT/SENDCo)

8.1.3 Teaching staff extended absence at key points in the exam cycle

TASK (alternative provision shown in RED)

- Key tasks not undertaken including:
 - Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received (HOD/Head of Sixth Form/SLT)
 - Final entry information not provided to the exams officer on time; resulting in:

- candidates not being entered for exams/assessments or being entered late
- late or other penalty fees being charged by awarding organisations.
- Internal assessment marks and candidates' work not provided to meet submission deadlines. (HOD/Head of Sixth Form / SLT)

8.1.4 Invigilators - lack of appropriately trained invigilators or invigilator absence

TASK (alternative provision shown in RED)

- Failure to recruit and train sufficient invigilators to conduct exams Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam
- (Agency Invigilators, use of Teaching Assistants and Pastoral Staff)

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

TASK (alternative provision shown in RED)

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time
- (SLT/EO/data team to arrange alternative rooms on site or off site accommodation at Madhlo Centre, Oldham.)

8.1.6 Failure of IT systems

TASK (alternative provision shown in RED)

- MIS system failure at final entry deadline (enter information manually onto exam board secure website)
- MIS system failure during exams preparation (refer to printed check lists and seating plans/exam board attendance registers, class lists etc.)
- MIS system failure at results release time (download information manually from exam board websites)

8.1.7 Disruption of teaching time – centre closed for an extended period

TASK (alternative provision shown in RED)

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning (implement the school's remote learning/teaching policy).

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

TASK (alternative provision shown in RED)

- Candidates are unable to attend the examination centre to take examinations as normal
- Consider off site invigilation at Madhlo Centre, hospital, candidate's home etc.

8.1.9 Centre unable to open as normal during the exams period

TASK (alternative provision shown in RED)

- Centre unable to open as normal for scheduled examinations
- Remotely access web site and MIS system to inform parents/students.
- Students re-directed at the school gates upon arrival for their exam.
- Contact exam board for permission to run exam off site and arrangements to print necessary paper work and exam question papers.
- Make supervision arrangements to delay start of exam if necessary.
- Contact Madhlo Centre or alternative provider for permission to host exams there.

8.1.10 Disruption in the distribution of examination papers

TASK (alternative provision shown in RED)

- Disruption to the distribution of examination papers to the centre in advance of examinations
- (Contact examining body for further advice)

8.1.11 Disruption to the transportation of completed examination scripts

TASK (alternative provision shown in RED)

- Delay in normal collection arrangements for completed examination scripts
- (Contact examining body/parcel force for further advice)

8.1.12 Assessment evidence is not available to be marked

TASK (alternative provision shown in RED)

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- (Contact examining body for further advice)

8.1.13 Centre unable to distribute results or facilitate post results services as normal

TASK (alternative provision shown in RED)

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services
- Contact (examining body for further advice, consider remote/alternative access to MIS system, use of exam board secure websites. If necessary explain delay to parents/carers, students and_exam boards)

9. Exam certificates

All certificates received by the school are recorded and stored.

AS certificates can be collected by those students wishing to do so after Speech Night. Those not collected are held in school and eventually collated with A Level certificates ready for distribution at the next Speech Night.

All other Level 1/2 certificates are held in school and will be kept, ready for distribution with GCSE certificates at Speech Night and Certificate Evening. Those not collected on Certificate Evening are available to sign for and collect from reception.

At Speech Night and Certificate Evening a record will be made of those students collecting certificates.

In the case of certificates which are not collected at Speech Night or Certificate Evening, the following procedures apply:

- For students continuing into Blue Coat Sixth Form, GCSE certificates will be held in school and eventually collated with AS and A Level certificates ready for distribution at Speech Night.
- For students not continuing into Blue Coat Sixth Form, or for certificates not collected at Speech Night, students may make arrangements with school to collect their certificates themselves or by completing a proxy form if a representative is signing for and collecting on their behalf. These certificates will be held securely for one year after which time they may be destroyed.

10. Malpractice

We take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration for the purposes of this policy) before, during and after examinations and report and investigate in accordance with the most recent version of JCQ's General Regulations for Approved Centres and JCQ Suspected Malpractice Policies and Procedures.

10.1 Preventing Malpractice

- We will ensure that all students taking external examinations receive a copy of the latest version of the following JCQ documents:
 - Information for Candidates – coursework
 - Information for Candidates – non examinations assessments
 - Information for Candidates – on-screen tests
 - Information for candidates – written exams
 - Information for Candidates – social media
- All students taking external examinations will benefit from:
 - an examinations assembly;
 - a subject specific briefing on any relevant non examined assessment/coursework guidelines including plagiarism;
 - mock examinations conducted in accordance with JCQ guidelines;
 - reading aloud of the JCQ 'announcement for the start of examinations' before each external and mock examination;
 - an individual timetable including candidate number, start times and subject details

10.2 Reporting and dealing with Malpractice

The Blue Coat School will:

- Take all reasonable steps to prevent, investigate and report the occurrence of any malpractice
- Ensure that all staff involved in the delivery of assessment and examinations understand the requirements for conducting these as specified in the most up-to-date version of the following JCQ documents and any further awarding body guidance: General Regulations for Approved Centres; Instructions for Conducting Examinations (ICE); Access Arrangements and Reasonable Adjustments; A Guide to the Special Consideration Process; Suspected Malpractice: Policies and Procedures; Plagiarism in Assessments; AI Use in Assessments: Protecting the Integrity of Qualifications; A Guide to the Awarding Bodies' Appeals Processes
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice, involving a candidate or a member of staff, by completing the appropriate documentation, including:
 - the [JCQ M1 form](#) in a case of suspected candidate malpractice
 - the [JCQ M2 form](#) in a case of suspected malpractice involving a member of centre staff
- As required by an awarding body, investigate any instances of alleged or suspected malpractice in accordance with the most recent version of the JCQ publication JCQ Suspected Malpractice: Policies and Procedures and provide such information and advice as the awarding body may reasonably require

Where there is suspected malpractice involving non-examination assessment prior to a candidate signing the declaration of authentication, the Exams Officer and the Deputy Headteacher will:

- Investigate the claim by speaking to the member of staff and the student involved.
- Brief the student on the likely outcomes, explain the seriousness of the allegation and set out the school's expectations for future behaviour.
- Complete JCQ form M1.
- Ask the student to sign the M1 form as a record of the meeting.
- Retain the M1 form on file in the examinations office.

- Inform parents of the investigation

The only exception to this is where the awarding body's confidential assessment material has potentially been breached. Any such breach will be reported to the awarding body immediately.

11. Escalation

This section confirms the main duties and responsibilities to be escalated should the Head of Centre, or a member of the senior leadership team with oversight for examination administration, be absent.

In the event of the absence of the Head of Centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to a Deputy Headteacher who shall work alongside the Exams Manager to carry out the following:

11.1 Before examinations (planning)

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

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

Main duties and responsibilities relate to:

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
- Additional JCQ publication for reference:
 - Centre Inspection Service Changes
- Policies

Specific JCQ publications for reference:

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

Additional JCQ publication for reference:

 - Information for candidates – Privacy Notice

11.2 During examinations

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

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

Main duties and responsibilities relate to:

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival

- Malpractice
- Retention of candidates' work

11.3 After examinations (results and post results)

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

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results

Additional JCQ publication for reference:

- Release of Results notice

- Post-results services and appeals

Additional JCQ publications for reference:

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

- Certificates

12. Evacuation

12.1 When is an emergency evacuation required?

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

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

As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so, particularly where the centre is concerned about the security of the examination(s).

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control.

12.2 Emergency evacuation of an exam room

Roles and responsibilities

Head of centre:

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable, including information from the National Counter Terrorism Security Office on the Procedures for handling bomb threats <https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>
- Where safe to do so, ensures candidates are given the opportunity to sit exams for their published duration
- Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required

Additional learning support (ALS) lead/Special educational needs and disabilities coordinator (SENDCo):

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

Exams Officer:

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
- Ensures candidates are briefed via the examination information leaflet prior to exams taking place, on what will happen in the event of an emergency in the exam room.
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room.
- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds.
- Provides an exam room incident log in each exam room.
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process where applicable.

Invigilators:

- Attending training and/or update sessions when required.
- Ensure they understand what to do in the event of an emergency in the exam room.

- Follow the actions required in the emergency evacuation procedure issued to them for every exam room.
- Confirm with the Exams Officer where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the Exams Officer (see below).

Other relevant centre staff:

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

Recording details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

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

Further details could include:

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

13. Invacuation

An invacuation is signalled in two ways:

- The school bell will continuously ring for 30 seconds.
- An electronic message will be displayed on staff computers.

If you hear or see an alert before/after school or at social times you should:

- Enter the school by the nearest entrance
- Go to the nearest safest classroom
- Remain calm and silent
- A staff member will:
 - Close and lock all windows and doors
 - Close blinds and curtains
 - Turn off lights and projectors
 - Cover glass door panels
 - Instruct everyone to remain silent and stay out of sight

If you hear or see an alert during an examination you should:

- Instruct the students to draw a line under their work and turn their paper over.
- Remind the students that they remain under exam conditions
- Instruct everyone in the room to remain silent (and stay out of sight if appropriate for the emergency)
- Make a note of the time the lock down begins and ends
- Remain in the room
- Close and lock all windows and doors
- Close blinds and curtains
- Turn off lights and projectors
- Cover glass door panels

You will know when the invacuation has ended in two ways:

- The school bell will continuously ring for 30 seconds
- An electronic message will be displayed on staff computers
- Where/if practicable, the examination will resume.
- All the students a few moments in exam conditions to become focused again.
- Tell the students to turn over their paper and recommence the exam
- Make a note of the time and adjust the finish time
- Make a note on the invigilator record sheet
- Check everybody is still present and confirm this with student services or the Exams Manager.

14. Appeals

This complies with JCQ's General Regulations for Approved Centres 2017 – 2018, sections 5.8 and 5.14.

Section 1: Request for review of centre marks

Grounds for requesting a review of marks for non-examined assessment (NEA)

Upon being informed of their centre assessed marks, if a candidate believes that either:

- the assessor has not followed due procedures
- the assessor has not properly applied the mark scheme
- there has been an administration error

Then they may use the following procedure to request a review of the centre's marking. **The candidate must detail clearly and concisely the grounds for the request on form IA1.**

Section 2: Procedure to request a review of centre marks

Procedure to request a review of centre assessed marks under Section 1

- 2.1 A request for a review of centre marks must be made on form IA1 (attached to this policy). The candidate must detail clearly and concisely the grounds for the request.
- 2.2 A candidate may also request us to provide them with copies of materials to assist them in considering whether to request a review. We will provide such copies as long the information requested is not confidential, does not breach copyright and is not readily available in the public domain. Such requests must be made on form IA1 (attached to this policy).
- 2.3 Requests for 2.1 or 2.2 above must be made within 5 days of disclosure of the candidate's individual mark.
- 2.4 Following receipt of any information requested on form IA1 the candidate will then have a further 3 days in which to request a review on a new form IA1.
- 2.5 If the grounds for requesting a review are accepted, we will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- 2.6 We will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- 2.7 We will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

- 2.8 The candidate will be informed in writing of the outcome of the review of the centre's marking.
- 2.9 The outcome of the review will be made known to the Head of Centre and will be logged. A written record will be kept and made available to the awarding body upon request.
- 2.10 If the grounds for requesting a review are not accepted, the candidate will be informed in writing.

IMPORTANT NOTICE

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. This moderation process may lead to mark changes. The exam board may move marks up, down, or they may not adjust them. This process is outside the control of the school and is not covered by this procedure.

Section 3: Enquiries about Results (EARs) and appeals of externally marked assessments

The Blue Coat School will act as an intermediary between the candidate and the Examination Board in respect of any post results services offered by the examining body which are applicable to the candidate.

Procedure to request an EAR

- 3.1 Enquiries about results should be made in writing on form BCEAR1, available as appropriate on the website, for the attention of the Exams Officer, within the timescales set out on the form. This form can be found on the school website in the leaflet entitled Post Results Services, prior to results being issued.
- 3.2 As subject grades may be lowered, written candidate consent is required to form part of a request for an EAR. This consent is included in the form BCEAR1.
- 3.3 Upon receipt of a completed form BCEAR1, the Exams Officer will process the enquiry.
- 3.4 Upon receipt of the result of the enquiry, the Exams Officer will forward a copy of the outcome to the candidate.

Appeals

- 3.5 If you are dissatisfied after receiving the outcome of an EAR you may request the school to appeal on your behalf to the examining body. Appeals to the exam board must be made within two weeks of the outcome of an EAR and therefore, any request made to the Exams Officer must be made within three days of the date of receipt of the outcome of the EAR.
- 3.6 In the event that we decide not to support an EAR and you believe there are grounds to appeal against the centre's decision, an internal appeal can be submitted using form IA1.

The procedure for an appeal under Section 3 on form IA1

- 3.7 Requests for an appeal under Section 3 must be made in writing to the Exams Officer on form IA1. The request must clearly set out how the awarding body has not followed due procedures. The relevant procedures can be found in the regulator's Code of Practice and the JCQ publication, *Post Results Services - Information and Guidance to Centres*.
- 3.8 The Head of Centre will take account of all relevant factors and afford the candidates or their parents/carers a reasonable opportunity to express their views.
- 3.9 The Head of Centre will make reference to relevant JCQ guidelines, the examination board's guidelines and any representations made by the candidate on form IA1.

- 3.9.1 The Head of Centre will make a decision and the candidate will be informed in writing via email of the decision and the reasons for it.
- 3.9.2 Where the school supports an appeal to the awarding body and upon payment of the appeal fee by the candidate, the appeal will be made in accordance with the JCQ publication 'A guide to the awarding bodies' appeals processes which is available on the JCQ website <http://www.jcq.org.uk/exams-office/appeals>.

17. Conflicts of Interest

17.1 Managing Conflicts of Interest.

We will manage conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units;
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units; and

maintain clear records of all instances where:

- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units;
- centre staff are taking qualifications at other centres.

17.2 Recording Conflicts of Interest.

- We will maintain records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. Such records will be available for inspection by a JCQ Centre Inspector and/or awarding body staff upon request.
- Such records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is the later.

17.3 Centre Staff

- We will ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre. Where the member of centre staff is entered for a qualification at this centre we will;
 - ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials;
 - ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment.

18. Cross References

- Behaviour Policy
- Child Protection Policy
- Complaints Procedure
- Data Protection Policy

- Emergency Procedures
- Equalities Policy
- Invacuation Policy

Appendix 1- Internal Appeals form IA1

Candidate Name		Exam unit code	
Awarding body and subject		Exam unit title	

BOX 1 Please state the grounds for your appeal below (please be aware that in responses to appeals, marks and therefore grades can be moved up or down, or remain the same)

BOX 2 Declaration for an appeal against internally assessed marks

I understand that the grounds for appeal must relate to the criteria specified in Section 2 and I have provided details in Box 1. I also understand the appeal may only be made against the marking/assessment process and not against the mark submitted by the centre for moderation by the awarding body.

Signature:

Date of signature:

BOX 3 Declaration for an appeal against the centre's decision not to support an enquiry about results

Please state your grounds for appeal in Box 1.

Signature:

Date of signature:

BOX 4 Declaration for an appeal against the outcome of an enquiry about results

I understand that the grounds for my appeal must relate to the awarding body's procedures and I have specified these in Box 1. I attach the fee of X which is the fee charged by the awarding body for the appeal (fee amount available upon request).

Signature:

Date of signature:

BOX 5 Request for information before an appeal against internally assessed marks

Please indicate in Box 1 the information you are requesting.

Signature:

Date of signature:

All relevant boxes in this form must be completed fully, and the form must be returned to the Examinations Officer, in accordance with the timescales indicated in the policy, together with any appropriate fees.