



## Bridgnorth Endowed School

### Exams Policy (Whole Document)

<b>CATEGORY:</b>	Policy
<b>CLASSIFICATION:</b>	Operational
<b>PURPOSE</b>	Policy covering all Internal and External Exams that take place at BES
<b>Controlled Document Number:</b>	46
<b>Version Number:</b>	3
<b>Controlled Document Lead:</b>	Director of Business & Finance (controller of policy register)
<b>Approved by Head of Centre on:</b>	November 2018
<b>Review Date:</b>	November 2019
<b>Distribution:</b>	
<ul style="list-style-type: none"> <li>• <b>Essential Reading for:</b></li> </ul>	All managers, staff, governors, external invigilators, candidates
<ul style="list-style-type: none"> <li>• <b>Information for:</b></li> </ul>	Parents and other Stakeholders

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# Exams Policy

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2018-2019 and Instructions for Conducting Examinations 2018-2019 publications.

## Introduction

This examination policy is written to help ensure that Bridgnorth Endowed School's domestic and public examinations are:

- Organised to provide the best possible chance for exam success for our students.
- Planned and managed efficiently
- Conducted properly, in accordance with the legal and examining organisation requirements as detailed in the Joint Council for Qualifications (JCQ) "Instructions for Conduction Exams" (ICE) published each academic year

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

The Head of Centre (HoC) and Exams Officer (EO) will review this exam policy every year.

The existence of this policy will be made known to school staff and parents/carers and it will be placed in the policy area on the School's Website.

## Exam Responsibilities

### The Head of Centre:

- Has overall management responsibility for the school as an exam centre
- Has overall management responsibility for the appeals, complaints and re-marks process
- Has overall management responsibility for the handling and reporting of all suspicious or actual incidents of malpractice ( detailed in the JCQ document "Suspected Malpractice in Examinations and Assessments")

### The Exams Officer:

- Manages the day to day running of the school as an exam centre
- Manages the day to day running of the appeals, complaints and re-marks process
- Manages the day to day running of the handling and reporting of all suspicious or actual incidents of malpractice (detailed in the JCQ document "Suspected Malpractice in Examinations and Assessments")
- Advises the Senior Leadership Team and other staff on annual exam timetables and application procedures
- Produces for staff and candidates a calendar for relevant public exams

- Communicates regularly with staff about deadlines and imminent events
- With school staff, ensures that candidates and their parents/carers are informed of those aspects of the exam timetable that affect them
- Identifies and manages timetable clashes
- Provides to the exam board data on estimated entries
- Receives, checks and securely stores all exam papers prior to the exams and completed papers following the exam
- Dispatches completed exam papers promptly in accordance with the Department of Education (DfE) procedures
- Works with the SEN department to ensure that access arrangements are applied appropriately and according to JCQ guidance
- Makes applications for special consideration to the awarding bodies, following JCQ guidance
- Organises the recruitment, training and supervision of a team of external invigilators responsible for the conduct of exams
- Arranges for the dissemination of exam results to candidates and teachers and for the distribution of certificates to candidates
- Requests agreed appeals and review requests to the exam boards
- Maintains systems and processes to support the timely and accurate entry of candidates for their exams
- Ensures all processes, procedures and policies are ready to be inspected by the JCQ exam inspector at any time

#### **Heads of Department:**

- Providing estimated entries for the following academic year each September
- Notify the EO of any change of specification for the subject by 30<sup>th</sup> September each year
- Accurate and timely completion of entry lists throughout the year
- Making sure that candidates and their parents/carers are aware of issues about their entries – for example, subject they are not being entered for and which tier an exam is being taken at
- Accurate and timely completion of controlled assessment mark sheets and declaration sheets
- Sending off controlled assessments and portfolios in time
- Clearing any doubts about entries and resolving any problems in advance of entry deadlines
- Make decisions about doubtful entries highlighted by the subject teachers as to whether an entry should be made
- Deciding with students (and clearing with the HoC if appropriate) whether appeals or re-marks should be requested, including providing forms signed by the student to the EO



**Teachers:**

- Submit candidate names for entries on time to their Head of Department
- Refer doubtful entries to their Head of Department
- Complete controlled assessment mark sheets and declaration sheets promptly and accurately

**Director of Learning Support – SENCO:**

- Is responsible for the administration of access arrangements
- Is responsible for the identification and testing of candidates requirements for access arrangements
- Is responsible for ensuring accurate records are kept for access arrangement candidates and that these are available for inspection by the JCQ exam inspector
- Provides trained staff on exam days to help access candidates, in line with JCQ requirements

**Invigilators:**

- Collect exam papers and other material from the exams office before the start of the exam
- Set up the exam in the exams rooms
- Supervise exams in accordance with JCQ “ICE” booklet
- Deal with behaviour issues according to JCQ instructions and school policies, calling for EO and SLT support as needed
- Collect all exam papers in the correct order at the end of the exam and ensure their return to the EO

**Site Manager:**

- Setting up the allocated rooms to the standards and layout requested by the EO or SLT
- Ensuring that the cleanliness, appearance, temperature and ventilation of the room are appropriate for candidates taking exams and that access/fire exit routes are clear

**Candidates:**

- Check that their entries and personal details are correct
- Sign declarations that authenticate controlled assessment work as their own
- Abide by the exam rules, including those about behaviour, as laid down by the JCQ and the school
- Pay exam fees where appropriate – for AS/A2 resits, GCSEs where a C grade has already been obtained and where exams are missed for no good reason

**The Statutory Tests and Qualifications Offered**

The HoC, advised by the Senior Leadership Team (SLT), decides which statutory tests and qualifications are offered at this centre. Tests and Qualifications may be offered from the following:

- General Certificate of Secondary Education (GCSE)

- General Certificate of Education (GCE)
- Business and Technology Education Council (BTEC)
- National Vocational Qualification (NVQ)
- Cambridge Nationals
- Functional Skills
- Key Skills

Other qualifications may be included.

The subjects offered can be found on the School's Website.

Decisions on whether a candidate should take/not take an individual subject or all their subjects, will be taken in consultation with the student/parents/carers, subject teacher and Head of Department as appropriate. The final decisions on entries will lie with the Head of Department and their Line Manager.

### **Exam Seasons and Timetables**

External exams may take place in May/June and November and domestic exams in December/January

The EO will circulate timetables for exams once these are confirmed. A skeleton timetable will be put on the School's Website as soon as possible. Individual timetables for the summer exams will go out to students during the last week in March. A final detailed issue (including exam venues and seating numbers) will go out shortly before the exams start.

### **Estimated Entries**

In the autumn each year the awarding bodies requests "estimated entries" for each subject. This allows them to plan their own workloads for the coming year and it also triggers the resource and pre-release material that is needed by subject teachers during the year.

The EO will request from Heads of Department outline details of each course their department will be running during the following academic year along with estimated numbers for each of these. The EO will then submit these to the awarding body.

### **Entries, Late Entries and Re-sits**

#### **1.1 Entries**

Candidates are primarily selected for exam entries by their subject teacher. These must be provided to the EO by the deadlines notified at the start of each academic year. However, a candidate or parent/carer can request a subject entry, change of tier or a withdrawal. This needs to be agreed by the Head of Department, who should then notify the EO

#### **1.2 Late Entries**

Late entries should be avoided as far as possible as this incurs extra fees from the awarding bodies. If it is essential for an entry to be made or amended after the deadline, the Head of Department should tell the EO, who will make the necessary amendment. The late entry charge will come from the relevant department budget, unless the entry is for a student who has arrived at the school since the entry deadline.

### 1.3 Re-sits

Whether a candidate re-sits an exam should be discussed with and advised by the relevant subject teacher and/or the Head of Department. Candidates wishing to or required to re-sit an exam may be charged the cost of the entry. This includes cases where an entry was made, but the candidate did not attend (and had no good reason for absence), who is then entered in the following series. Students may also be charged for the cost of the exam where they were found guilty of malpractice and is re-sitting the unit because no marks were awarded.

In these circumstances, candidates must pay the re-sit fee before the exam entry can be made. If candidates request a re-sit entry after the board entry deadline, then they must also pay the late entry fee.

### **External Candidate Policy**

It is Bridgnorth Endowed School's policy not to accept private candidates.

### **Exam Fees**

The centre pays any initial registration fees and exam entry fees.

As stated above, late entry or amendment fees are charged to departmental budgets. Candidates and departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, providing these are made within the time allowed by the awarding bodies.

Candidates must pay the fee for an enquiry about a result (EAR) should the centre not agree to make the enquiry and the candidate insists on pursuing it.

Reimbursement will be sought from candidates who fail to sit an exam without good reason.

### **The Equality Act 2010, Special Needs and Access Arrangements**

“The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.”

All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### 1.4 Special Needs

A candidate's special needs requirements are determined by the Director of Learning Support – SENCo and the educational psychologist/specialist teacher/assessor.

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

### 1.5 Access Arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the EO and submitting completed access arrangement applications online to the awarding bodies is the responsibility of the SENCO and EO.

The EO will arrange rooming for the access arrangements and support where needed (eg a scribe or reader). The EO will arrange invigilation.

### **Estimated Grades**

Heads of Department will submit, when requested, estimated grades to the EO or direct to the awarding body, by the required deadlines.

### **Storage of Exam Papers**

The EO is responsible for checking exam papers when they are received and for storing these securely in accordance with JCQ regulations both prior to and after the exams. The EO must also ensure their safe dispatch to the awarding body using the DfE agreed "Yellow Label" Parcelforce collection methods.

### **Managing Invigilators and Exam Days**

External invigilators will be used for exam supervision.

The EO is responsible for recruitment of invigilators, including assisting the HoC in the interview process. The EO will arrange training and briefing sessions for invigilators, in accordance with JCQ regulations and will keep their performance under review and seek to use them effectively.

The EO will plan and book rooms well in advance.

The Site Manager is responsible for setting up the allocated rooms to the standards requested, ensuring that the cleanliness, appearance, temperature and ventilation of the rooms are appropriate for candidates taking exams and that access/fire exit routes are clear.

The lead invigilator or EO will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam, **outside the examination room** to assist with identification of candidates, but must not advise on which questions are to be attempted. They must not give any help with answers to questions. **They aren't allowed in the exam room, or to see the paper.** In practical exams subject teachers may be on hand in case of any technical difficulties but cannot advise on any questions which are to be attempted or give any help with answers to questions.

Exam papers must not be read by the subject teachers and they must not be removed from the exam room. They may be released 24 hours after the exam has taken place.

### **Verifying Candidate Identity**

The EO will produce exam tickets for the candidates with their candidate number, centre number, name and photo that will be on their exam desk in the exam room. Their access arrangements will be included on this ticket as well as on the seating plans produced in accordance with JCQ guidelines.

The candidate photos will also be in the exam room to assist the invigilators with candidate identification.

### **Candidates, Clash Candidates and Special Consideration**

JCQ instructions govern the conduct of public exams. These are made known in writing to candidates/parents/carers in advance of the exam series. Notices covering the rules are displayed outside the exam rooms.

In addition, the school's published rules on acceptable dress, behaviour and being properly equipped apply at all times.

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

Disruptive pupils are dealt with in accordance with JCQ guidelines. Candidates removed from exam rooms will be interviewed by the EO or a member of the SLT before a report is made to the awarding body. The student has the opportunity to write their own statement to be submitted to the awarding body.

The Attendance Officer will make urgent enquiries about absent candidates and try to get them in for their exam within the allowed 1 hour of the start time.

The EO will sort out any clashes a candidate may have where two or more exams are scheduled for the same time. The EO will be responsible for identifying escorts and supervision.

Special consideration will be submitted for a candidate if they are too ill to sit an exam, suffer bereavement or other trauma or are taken ill during the exam itself. Any special consideration claim will be individually assessed and if required appropriate evidence to support the claim maybe requested, for example a doctor's letter.

The EO will complete the online form on the exam organisation website within 7 days of the exam.

## **Controlled Assessment**

Controlled assessment will take place following the guidance set out in the Quality Standard for Controlled Assessment.

### **Teaching Staff**

- Understand and comply with the general guidelines contained in the JCQ publication 'Instructions for conducting controlled assessments'
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supply to the exams officer details of all unit codes for controlled assessments
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Supervise assessments (at the specific level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- Ensure the students and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the awarding bodies. Submit marks through the exams office to the awarding bodies when required, keeping a record of the marks awarded
- Retain the candidates' work securely between assessment sessions (if more than one)
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements

### **Exams Officer**

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries
- Enter student's 'cash-in' codes for the exam series

- Where confidential materials are directly received by the exam office, to be responsible for safe storage and safe transmission, whether in CD or hard copy format
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines

Candidates must prepare any coursework/portfolios by the required deadlines and ensure they sign the appropriate declaration forms. A certificate of posting is required if these items are being sent through the post.

### **Results, Enquiries about Results and Access to Scripts**

The HoC will make arrangements for the School to be open on results days and for staff to be available to advise candidates.

Results during the academic year will be given out during specifically agreed times (usually break time).

For the main results days in August, candidates will collect an envelope containing a letter with all their results listed. If a candidate provides written and signed permission and a stamped addressed envelope this can be posted to them on results day.

Enquiries about results is the service that can be requested when staff or a candidate believe there may have been an error in the marking and wants to have their paper reviewed. The services available are detailed in the JCQ Post-Results Service booklet published each academic year. Instructions will be issued to Heads of Department along with forms to be completed by the student agreeing to the request (as grades can go down as well as stay the same or go up).

The EO will provide advice to staff and students on Post Results services and support for University confirmation.

### **Certificates**

Certificates are received by the school during October and November. Candidates can make arrangements to collect from either the Exams Office or the School Reception from the 1<sup>st</sup> December. Certificates can only be collected for someone else with written permission.

The School retains certificates for 1 year. After that time the certificates are destroyed and candidates must apply to each individual awarding body for replacements and incur the cost.

# Special Consideration

## What is special consideration?

*“Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which 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 only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.”*

[JCQ A guide to the special consideration process section 1]

This document is further referred to in this policy as SC.

## Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Bridgnorth Endowed School will *“submit any applications for special consideration where candidates meet the published criteria.”*

[JCQ General regulations for approved centres section 5.9]

## Eligibility for special consideration

### Roles and responsibilities

#### Head of centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication SC (see Appendix 1)
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

#### Exams officer

- Understands the criteria as detailed in SC to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies



### Teaching staff and/or SENCo

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration.

### Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

### Applying for special consideration

Where eligible, special consideration will be applied for in a specific exam series where candidates *"...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."* [SC 2]

1. Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
  - the candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for him/her to take the exam in the best possible conditions
  - a judgement will be made on how the candidate's situation or disposition affected performance in the exam
  - where appropriate and where eligible, special consideration will be applied for
2. Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration will be applied for on behalf of all candidates.
3. Where a candidate takes multiple exams (three or more exams) timetabled for the same day and the total duration for those papers is more than 6 hours for GCE exams or more than 5 hours 30 minutes for GCSE exams including *any approved extra time but not any time taken for supervised rest breaks*, special consideration for an allowance on last paper taken will be applied for.
4. Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration will be applied for if the exam missed is in the terminal series and the *minimum requirements for enhanced grading in cases of acceptable absence* can be met. If there is an

opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration will not be applied for

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in [SC 5](#) and applied for where eligible. This might include, for example:

- other certification
- a short extension to controlled assessment/coursework/non-examination assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment or non-examination assessment assignment

Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, the centre will follow [SC 7](#) and awarding body guidance to determine if, when and how an adjustment can be applied for.

## **Processing applications for special consideration**

### **Roles and responsibilities**

#### **Head of centre**

- Ensures where a candidate may be a member of the family (which includes stepfamily, foster-family and similar close relationships) of the exams officer, the application will be authorised by an alternative member of centre staff

#### **Exams officer**

- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results and provides evidence in support of an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

#### **Teaching staff and/or SENCo**

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

#### **Candidates (or parents/carers)**

- Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration

## Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in [SC](#).

Evidence to support applications will be kept on file until after the publication of results.

### Timetabled written exams

- For GCE and GCSE qualifications, applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams *where a candidate is present but disadvantaged* and a separate application for each day *where a candidate is absent from an examination for an acceptable reason* detailed in SC 6 will be followed
- For other qualifications, applications will be submitted online where the awarding body's secure system accepts these
- The paper form 10 (see Appendix 1) *JCQ/SC Application for special consideration* will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification
- For groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed
- The paper form 14 (see Appendix 1) *JCQ/ME Self certification for candidates who have missed an examination* will only be completed by a candidate where circumstances warrant this and will not be used where the centre knows the candidate was ill

### Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body
- Where a short extension to a deadline is being requested an application will be submitted online or by direct email, dependent on the awarding body
- Where an application relates to a shortfall in work, this will be submitted online or by completing form 10, dependent on the awarding body

### Post assessment adjustments – vocational qualifications

- Where relevant and eligible, form *VQ/SC Application for special consideration Vocational qualifications* will be completed and submitted to the awarding body

## Appendix 1

[A guide to the spec con process 201819.pdf](#)

[Form 10 Application for special consideration.doc](#)

[Form 14~Self Certification Form.doc](#)

# Word Processor Policy for Examinations

## Introduction

The use of a word processor in exams and assessments is an available access arrangement.

(AA 4.2.1)

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCoS should consider the need for access arrangements on a subject-by-subject basis.

## Purpose of the policy

This policy details how Bridgnorth Endowed School complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

## The use of a word processor

Bridgnorth Endowed School will:

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs

### Needs may include

- a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment;
- planning and organisational problems when writing by hand

- poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidates' needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

Bridgnorth Endowed School will 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 (AA 5.8.4)

## Exceptions

The only exception to the above where the use of a word processor would be considered for a candidate would be:

- in the event 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 start of the course (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

## Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in a different room at Bridgnorth Endowed School.

To comply with ICE 14, Bridgnorth Endowed School:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)

- ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instruct the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

(ICE 14.25)

Bridgnorth Endowed School will ensure the word processor:

- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a type-writer, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Portable storage medium**

Bridgnorth Endowed School will ensure that any portable storage medium (e.g. a memory stick) used:

- is provided by the centre
- is cleared of any previously stored data

## **Printing the script after the exam is over**

Bridgnorth Endowed School will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or her own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet Form 4 (see Appendix2) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

## **Appendix 2**

[Form 4-Word Processor Cover Sheet.docx.docm](#)

[BES Word Processor Statement.docx](#)



# Exams Evacuation and Contingency Policy

## Rationale

To provide clear instructions for staff and invigilators in the event that the school needs to be evacuated. No examinations will be held in upstairs rooms due to not being able to use the lift in emergency evacuation or invacuation situations. Therefore not disadvantaging any candidate with a disability.

## Aims

In the event of an evacuation to ensure all students complete their exam with the minimal amount of disruption.

## Procedures (Evacuation) – The fire alarm will sound to indicate the need for evacuation

In the event of an emergency evacuation of an exam room for events such as:

- Fire/Fire alarm
  - Bomb alert
  - Any other emergency which requires an evacuation of an exams room,
- Invigilators at Bridgnorth Endowed School (BES) will be aware of any candidate in their examination that may have a disability and evacuate them accordingly. They have been informed that they must take the following action in accordance with the JCQ Instructions for Conducting Examinations (ICE) regulation Emergencies:
- Stop the candidates from writing.
  - Collect the attendance register (**in order to ensure all candidates are present**) and evacuate the examination room in line with the instructions given by the appropriate authority.
  - Advise candidates to leave all question papers and scripts in the examination room.
  - Candidates should leave the room in silence.

**In the event of a fire/fire alarm at BES, invigilators and students must evacuate the exam room immediately via the closest fire door. Invigilators must keep the students in exam conditions whilst moving to the astro turf. The Exams Officer and Assistant Head Teacher will meet the students and invigilators on the outside of the astro turf. Students must be kept silent and stood two metres apart from each other while they line up separately from the rest of the school.**

- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination. Candidates **must** be given the opportunity to sit the examination for its published duration.
- Make note of the incident so the Exams Officer (EO) can produce a full report of the incident and of the action taken and send to the relevant awarding body.

### **Procedures (Invacuation) – The school bell will ring continuously to indicate the need for invacuation**

In the event of an emergency invacuation of an exam room for events such as:

- Fire with hazardous fumes
  - Terrorist Attack
  - Threatening person on school grounds
  - Any other emergency which requires an invacuation of an exams room,
- Invigilators at Bridgnorth Endowed School (BES) will be aware of any candidate in their examination that may have a disability and invacuate them accordingly. They have been informed that they must take the following action in accordance with the JCQ Instructions for Conducting Examinations (ICE) regulation Emergencies:
- Stop the candidates from writing.
  - Collect the attendance register (**in order to ensure all candidates are present**) and invacuate the room examination room in line with the instructions given by the appropriate authority.
  - Advise candidates to leave all question papers and scripts in the examination room.
  - Candidates should leave the room in silence if being moved to another room.

**In the event of an invacuation alarm at BES, invigilators and students must invacuate the exam room immediately by closing all windows and doors. If able to Invigilators must move the students to an upper floor or a room facing away from the incident. If able to invigilators must keep the students in exam conditions whilst moving or keeping them safe within the room. The Exams Officer and SLT will liaise with the invigilators soon as possible during the event. The invigilators must remain within**

**the safe room until told it is safe to leave. Students must be kept silent and stood two metres apart from each other while they line up separately from the rest of the school.**

- Make sure that the candidates are supervised as closely as possible while they are in the safe room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination. Candidates **must** be given the opportunity to sit the examination for its published duration.
- Make note of the incident so the Exams Officer (EO) can produce a full report of the incident and of the action taken and send to the relevant awarding body.

### **Purpose of the plan**

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

At all times, the Exams Officer, SENCo and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

Alongside internal processes, this plan is informed by the *Exam system contingency plan: England, Wales and Northern Ireland* which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*.

This plan also confirms Bridgnorth Endowed School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2018-2019*) that the Centre *has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.*

## Causes of potential disruption to the exam process

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

#### Criteria for implementation of the plan

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

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

#### Centre actions:

- Exams Officer to assume responsibility for the above tasks with the support of the Senior Leadership Team (SLT)

## SENCo extended absence at key points in the exam cycle

### Criteria for implementation of the plan

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

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

### Centre actions:

- The Teachers, SENCo, Special Needs Support Manager, Exams Officer to work with SLT to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required.

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

### Criteria for implementation of the plan

Key tasks not undertaken including:

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

### Centre actions:

- The Exams Officer to liaise with Heads of Department or SLT, if necessary, to ensure all necessary deadlines are adhered to. Where this is not possible, the Exams Officer will liaise with the relevant Awarding Body and act upon advice received.

## Invigilators - lack of appropriately trained invigilators or invigilator absence

### Criteria for implementation of the plan

- *Failure to recruit and train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*

- *Invigilator absence on the day of an exam*

Centre actions:

- The Exams Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- The Exams Officer will be aware of the school staff available for invigilation duties at short notice and for peak exam days.

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

Criteria for implementation of the plan

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

Centre actions:

- The Exams Officer will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately.
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Exams Officer at all times during such emergencies.

**Failure of IT systems**

Criteria for implementation of the plan

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

Centre actions:

- The Exams Officer, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the AB. At all times during the system failure the Exams Officer will liaise with the AB to minimise disruption and costs incurred.

**Emergency evacuation of the exam room (or centre lock down)**

Criteria for implementation of the plan

- Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions:

- The Exams Officer will ensure Invigilators are aware of Bridgnorth Endowed's Invacuation procedure.
- The Exams Officer will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action.

### **Disruption of teaching time – centre closed for an extended period**

#### Criteria for implementation of the plan

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

#### Centre actions:

- The Exams Officer will take instruction from SLT who manage all such incidents

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

#### Criteria for implementation of the plan

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

#### Centre actions:

- The Exams Officer will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action.

### **Centre unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)**

#### Criteria for implementation of the plan

- *Centre unable to open as normal for scheduled examinations*

*\*In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

#### Centre actions:

- The Exams Officer will contact the relevant AB to discuss alternative arrangements and liaise with the SLT to take appropriate action.

### **Disruption in the distribution of examination papers**

#### Criteria for implementation of the plan

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

**Centre actions**

- The Exam Officer will contact the AB to notify them of any such incidents, act upon advice given and liaise with SLT to take appropriate action

**Disruption to the transportation of completed examination scripts**

**Criteria for implementation of the plan**

- *Delay in normal collection arrangements for completed examination scripts*

**Centre actions:**

- The Exams Officer will contact the AB to notify them of any such difficulties and put in place suitable alternative arrangements

**Assessment evidence is not available to be marked**

**Criteria for implementation of the plan**

- *Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked*

**Centre actions:**

- The Exam Officer will contact the AB to notify them of any such incidents and act upon advice given

**Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)**

**Criteria for implementation of the plan**

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

**Centre actions:**

- The Exams Officer will contact the AB to notify them of any such incidents and act upon advice given

\*information taken from the *Joint contingency plan for the examination system in England, Wales and Northern Ireland*



### Further guidance on contingency planning:

Ofqual

*Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland* <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

GOV.UK

*Emergencies and severe weather: schools and early years settings*

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

*Teaching time lost due to severe weather conditions*

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

*Dispatch of exam scripts guide - Contingency planning*

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

*Guidance on alternative site arrangements*

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

*Instructions for conducting examinations*

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

*Guidance on access arrangements and special consideration*

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

# Exams Lockdown (Invacuation) Policy

## Purpose of the policy

This policy details the measures taken at Bridgnorth Endowed School in the event of a centre lockdown (invacuation) during the conducting of examinations.

A lockdown may be required in the following situations:

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud
- a major fire in the vicinity
- a dangerous animal roaming loose
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

Bridgnorth Endowed has devised lockdown (Invacuation) procedure after consulting the following GOV.UK's documents: Procedures for handling bomb threats and Developing Dynamic Lockdown Procedures guidance. See Appendix 4.

With regard to conducting examinations, the focus before, during and after an exam will be:

- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- maintaining the integrity and security of the examinations/assessments process
- how to achieve an effective lockdown
- how to let people know what's happening
- training staff engaged/involved in the conducting of examinations
- STAY SAFE principles (Run, Hide, Tell)

## Roles and responsibilities

### Head of centre

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in lockdown procedures
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due it being locked down
- To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the room becomes unsafe
- To provide written lockdown procedures for exam room/invigilator use

- To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and candidates

### **Senior leadership team (SLT)**

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

### **Exams officer**

- To train invigilators in the centre's lockdown procedure
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown
- To assist with Lockdown training for staff and students where applicable to the conducting of examinations

### **Invigilators**

- To be aware of the centre's lockdown procedure
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room

## **Lockdown (Invacuation) procedure**

### **Before an examination**

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)

- The exams officer will collate the information from all exam rooms and forward this to the HoC immediately

**Invigilators will:**

- Lock all windows and close all curtains/blinds
- Switch off all lights
- Lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- Take an attendance register/head count if possible
- If the threat is a chemical or toxic release - instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

**During an examination**

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

**Invigilators will:**

- Tell candidates to stop writing immediately and turn their papers over
- Collect the attendance register
- Make a note of time when the examination was suspended
- Instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
- Where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- Lock all windows and close all curtains/blinds
- Switch off all lights
- Lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- If the threat is a chemical or toxic release - instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure.

The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies.

### **After an examination**

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

#### **Invigilators will:**

- Stop dismissing candidates from the exam room
- Instruct candidates who have left the room to re-enter the exam room
- Instruct candidates to remain silent and hide under examination tables
- Where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
- Lock all windows and close all curtains/blinds
- Switch off all lights
- Lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
- If the threat is a chemical or toxic release - instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.

### **Ending a lockdown (Invacuation)**

The lockdown will be ended by either:

- The sound of a defined alarm or
- The identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT

Where applicable and if advised to do so by SLT/ head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination.

#### **Invigilators will:**

- Ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
- Recalculate the revised finish time(s) to allow for the full exam time

- Tell the candidates to turn their papers over and re-start their exam
- Amend the revised finish time(s) on display to candidates
- Note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)

**The exams officer will:**

- Provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
- Safely/securely store all collected exam papers and materials pending awarding body advice/guidance

**Where applicable/possible/available, SLT/exams officer will:**

- Negotiate any alternative exam sittings with the awarding bodies
- Offer, arrange and provide support services to staff and candidates

At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes).

Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support.

If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website.

## **Appendix 4**

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>

<U:\Examination Officer\Policies & Procedures\NaCTSO Guidance Note 1 - 2015 - Dynamic Lockdown v1 0.pdf>

# Malpractice and Mal-administration Policy

## Introduction

Bridgnorth Endowed takes all incidences of malpractice seriously. The following procedure applies to all learners registered on all GCSE and Vocational qualifications and all associated units.

## Procedure

Centres must have in place a procedure regarding the prevention and investigation of malpractice and maladministration. This will include the development, delivery, assessment or award of qualification.

Bridgnorth Endowed School must inform the relevant awarding body as soon as any malpractice/maladministration has been suspected or the security of examination papers or other confidential material has been put at risk.

For allegations which involve fraud or a serious breach of examination security, it will normally be expected that an investigation into the allegation will be carried out by the awarding body.

Centres must co-operate fully with any investigations made regarding malpractice by learners, the Centre or its staff. Failure to do so may lead to certificates not being issued and future registrations not being accepted. See Appendix 5 for examples.

## 2.1 Centres

2.1.1 Centres must initially inform the awarding body of all instances of suspected malpractice/maladministration by completing Form M1, found in appendix 6.

2.1.2 Where the Centre is requested to carry out the investigation it must fully investigate the alleged malpractice/maladministration. Those responsible for conducting an investigation should establish the full facts and circumstances of any alleged malpractice or maladministration. Centre's must ensure that such investigations are carried out rigorously, effectively, and by persons of appropriate competence who have no personal interest in the outcome.

2.1.3 All available evidence should be collected including brief written statements from the person(s) making the allegation and where appropriate the learner's work should be retained. For examples of evidence please refer to Appendix 5.

2.1.4 Awarding Bodies reserve the right to withhold certificates or the issuing of results while any Centre investigation is ongoing. Once the investigation is complete results may be released, amended or permanently withheld. If certificates have already been claimed and issued awarding bodies may recall certificates following the investigation and will inform the regulatory authorities where it finds evidence that the certificates may be invalid

2.1.5 If during the investigation, the issue is of poor academic practice rather than malpractice, then the learner should receive appropriate advice and the work marked accordingly.

2.1.6 The Centre should having investigated the allegation thoroughly review the evidence collected and decide if there is a case to answer. The Centre should retain a record/copy of all evidence/correspondence collected.

2.1.7 The individual should be given the opportunity to respond in writing to the allegation made within 10 working days from the date of the letter. They should also be informed of their right to appeal should the judgement be made against them.

2.1.8 Awarding bodies will normally only communicate with the Centre with regards to this procedure, however, awarding bodies may decide to communicate directly with the individual because of the circumstances of the case. In such cases awarding bodies will advise the Centre in writing.

2.1.9 Centres and learners who wish to appeal against awarding bodies decisions regarding malpractice/maladministration may do so using the awarding body's Appeals Procedure.

## **2.2 Suspected Malpractice/Maladministration discovered by External Staff**

Where suspected malpractice/maladministration is discovered by an external member or assessor has been reported to the awarding body by a learner or other member.

2.2.1 Awarding bodies will acknowledge within 5 working days the receipt of the allegation and will within a further 3 working days decide if there is a case to answer and whether they will be undertaking an investigation or not.

2.2.2 If awarding bodies decide that there is a case to answer and will not be investigating it themselves, they will within 2 working days, inform the Centre and ask them to investigate, in accordance with 2.1 of this procedure.

2.2.3 If awarding bodies decide that there is NOT a case to answer they will, within 2 working days of the decision, inform the Centre of the allegation and its decision not to pursue it further.

2.2.4 Centres and learners who wish to appeal against awarding body's decisions regarding malpractice/maladministration may do so by using the awarding body's Appeals Procedure.

## **2.3 Sanctions and Penalties**

2.3.1 Awarding bodies impose sanctions and penalties on individuals and on Centres found guilty of malpractice/maladministration in order to:

- Minimise the risk to the integrity of examinations and assessments, both in the present and in the future
- Maintain the confidence of the public in the delivery and awarding of qualifications
- Ensure as a minimum that there is nothing to gain from breaking the regulations
- Deter others from doing likewise



2.3.2 In addition, awarding bodies will update their database to reflect decisions made. For more details regarding sanctions and penalties please refer to Appendix 5.

### **Informing other awarding organisations**

All awarding bodies have the right to inform another awarding organisation if it believes that an occurrence of malpractice or maladministration may affect them.

### **The Awarding Body**

Bridgnorth Endowed will report all cases of malpractice to the awarding body where it finds evidence that results or certificates may be invalid. Bridgnorth Endowed will co-operate with any follow-up investigations required by the awarding body and will agree on remedial action to be taken where there is evidence that results or qualifications may be invalid.

## **Appendix 5**

### **Malpractice**

Malpractice is essentially any activity or practice which deliberately contravenes the regulations and compromises the integrity of the assessment process and/or the development, delivery or award of the qualification. The categories listed below are examples of Centre and learners malpractice. Please note that these examples are not exhaustive and are for guidance.

#### **Centre**

**Breach of security** – breaking the confidentiality of question papers or materials and the confidentiality of learners' scripts:

- Insecure storage of external assessment papers
- Unauthorised amendment, copying or distributing of external assessment papers
- Failing to supervise adequately learners during an assessment

**Deception** - any act of dishonesty in relation to any examination or assessment:

- Inventing or changing marks for internally assessed components where there is no actual evidence of the learner achievement
- Manufacturing evidence of competence against standards
- Fabricating assessment and/or internal verification records or authentication statements.

**Improper assistance to learners** - Giving assistance beyond that permitted by the specification to a learner or group of learners, which results in an advantage in an examination or assessment:

- Assisting learners in the production of controlled assessments or coursework
- Sharing or lending learners' controlled assessments or coursework with other learners
- Assisting or prompting learners with the production of answers
- Permitting learners in an examination/assessment to access prohibited materials.

**Maladministration** - essentially any activity or practice which results in non-compliance with awarding body's regulations/procedures. It could involve:

- Contravention of Centre and qualification approval conditions
- Failure to carry out actions identified by our external verifiers in the required timescales
- Failure to adhere to awarding body's learner's registration and certification procedures
- Fraudulent claim for certificates
- Deliberate misuse of awarding body's logos
- Submission of false information to gain a proxy or a qualification
- Failure to adhere to any Centre Agreement

### **Learner**

It could involve:

- The alteration or falsification of any results document, including certificates
- Plagiarism of any nature by learner
- Disruptive behaviour by learner in the examination room or during an assessment session
- (including the use of offensive language)
- Copying from or allowing another learner to copy their work
- Making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio
- Bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), electronic dictionaries, iPods, mobile phones, MP3 players, pagers or other similar electronic devices
- Impersonation - pretending to be someone else, arranging for another person to take one's place in an examination or an assessment

### **Evidence**

The documents listed below are examples of evidence to accompany the report Form. Please note that these examples are not exhaustive and are for guidance.

- A statement of the facts, a detailed account of the circumstances of the alleged malpractice, and details of any investigations carried out by the Centre
- Written statements from the individual(s) making the allegation
- Written statement(s) from the invigilator(s), witnesses, assessor, internal verifier(s) or other staff who are involved
- Written statement(s) from the alleged (member of staff or learner)
- Any mitigating factors
- Unauthorised material found in the examination/assessment room
- Any work of the learner
- Any associated materials/documents which is relevant to the investigation

### **Reports**

Centres should send the report and any accompanying evidence to the relevant awarding body.

Where the Centre conducts its own investigation before submitting the report, they should:

- Ensure that staff leading the investigation are independent of the staff/learners/function being investigated
- Inform those who are suspected of malpractice that they are entitled to know the necessary details of the case and possible outcomes
- Submit the findings of their investigation to the awarding body with their report.

The report must include:

- Centre's name, address and number
- Learner's name and Candidate number
- Centre staff details (name, job role) if they are involved in the case
- Title and code of the qualification/unit affected
- Date(s) suspected or actual malpractice occurred full nature of the suspected or actual malpractice
- Contents and outcome of any investigation carried out by the Centre or anybody else involved in the case, including any mitigating circumstances
- Together with the appropriate evidence as mentioned above

### **Sanctions and Penalties**

Awarding bodies will determine the application of a sanction or penalty according to the evidence presented, the nature and circumstances of the malpractice, and the type of qualification involved. Not all the sanctions and penalties are applicable to every type of qualification or circumstance.

Awarding bodies may, at their discretion, impose sanctions or penalties against a Centre, member of staff or learner. These sanctions and penalties may be applied individually or in combination.

The following are examples of sanctions and penalties. Please note that these examples are not exhaustive and are for guidance:

- Written warning (all)
- Review and report - action plans (Centre)
- Additional monitoring or inspection (Centre)
- Suspension of learner registration and/or certification (Centre)
- Withdrawal of approval for a specific qualification (Centre)
- Withdrawal of Centre recognition (Centre)
- Special conditions regarding the future involvement in qualification (member of staff)
- Suspension from all involvement in qualification (member of staff)
- Loss of marks for unit (learner)
- Disqualification from unit and /or qualification (learner)
- Barring of learner from CCNQ qualifications (learner)

## Appendix 6

For full details regarding the implementation of sanctions, please refer to the relevant awarding body's policies. See websites below:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.pearson.org.uk](http://www.pearson.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.wjec.co.uk](http://www.wjec.co.uk)

[JCQ Form M1.docm](#)

# Internal Appeals Policy

## Internally Assessed Modules & Controlled Assessments

This procedure confirms Bridgnorth Endowed School’s compliance with JCQ’s *General Regulations for Approved Centres 2018-2019, section 5.7* that the centre has in place “a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates” and that the centre “must inform candidates of their centre assessed marks. A candidate is allowed to request a review of the centre’s marking before marks are submitted to the awarding body.”

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

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

Date	Qualification	Details
15/05/2019	GCSE	Final date for submission of centre assessed marks (AQA, OCR, Pearson and WJEC)
15/05/2019	GCE	Final date for submission of centre assessed marks (AQA, OCR, Pearson and WJEC)

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

Bridgnorth Endowed School ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCE, GCSE, Project qualifications, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates’ work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Bridgnorth Endowed School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates’ work, internal moderation and standardisation will ensure consistency of marking.

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

**Bridgnorth Endowed School will:**

1. Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Having received a request for copies of materials, promptly make them available to the candidate **within 5 calendar days**.
4. Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made by completing the **internal appeals form** (see Appendix 1) and submitting it to the centre's Exams Officer at least 5 calendar days prior to the awarding body's deadline for submitting a request for a review.
6. Requests must be made within 5 calendar days, but no later than 2 weeks (14 calendar days) before the last timetabled examination in the series. The Head of Centre will appoint a senior member of staff i.e. Assistant/Deputy Head to conduct the investigation. This member of staff will not have had any involvement in the internal assessment process for that subject.
7. Allow **5 calendar days** for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
8. 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.

9. Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
  
10. Inform the candidate in writing of the outcome of the review of the centre's marking.

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

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

The procedure (in grey font) is quoted directly from the JCQ publication [Reviews of marking \(centre assessed marks\) suggested template for centres](#)

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

This procedure confirms Bridgnorth Endowed's compliance with JCQ's *General Regulations for Approved Centres 2018-2019, section 5.13* that the centre has in place *"a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."*

Following the issue of results, awarding bodies make post-results services available. Bridgnorth Endowed School provides full details of these services, deadlines for requesting a service and fees charged on the day of results of collection. The candidates will also have a form to complete if they make a post results service request.

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results by ensuring the candidates have access to all the Exams Policies.

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

*Reviews of Results (RoRs)* offers three services.

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

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

If a concern is raised about a particular examination result, the Exams Officer asks the candidate to speak to the relevant Head of Department regarding a review prior to making the request to the Exams Officer to ensure the best way forward is agreed. The Head of Department will investigate the feasibility of requesting a review supported by the centre.

Where the centre does not uphold a request from a candidate, the Head of Department will advise the candidates and their parent/carer. If the candidate still wants to go ahead with the review, they may pay the appropriate RoR fee to the centre and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review, the **internal appeals form** should be completed and submitted to the centre's Exams Officer at least 5 calendar days prior to the awarding body's deadline for submitting a request for a review.

The appellant will be informed of the outcome of his/her appeal before the awarding body's deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** (see Appendix 7), should be completed and submitted to the centre's Exams Officer within 5 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.



## Further guidance to inform and implement appeals procedures

### JCQ publications

- ▶ *General Regulations for Approved Centres*  
<https://www.jcq.org.uk/exams-office/general-regulations>
- ▶ *Post-Results Services*  
<https://www.jcq.org.uk/exams-office/post-results-services>
- ▶ *JCQ Appeals Booklet*  
<https://www.jcq.org.uk/exams-office/appeals>
- ▶ *Notice to Centres - Reviews of marking (centre assessed marks)*  
<https://www.jcq.org.uk/exams-office/coursework>  
<https://www.jcq.org.uk/exams-office/non-examination-assessments>
- ▶ *Notice to Centres – informing candidates of their centre assessed marks*  
<https://www.jcq.org.uk/exams-office/non-examination-assessments>

### Ofqual publications

- ▶ *GCSE (9 to 1) qualification-level conditions and requirements*  
<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>
- ▶ *GCSE (A\* to G) qualification-level conditions and requirements*  
<https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>
- ▶ *GCE qualification-level conditions and requirements*  
<https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>
- ▶ *Pre-reform GCE qualification-level conditions and requirements*  
<https://www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications>

[Internal Appeals Form.docx](#)

[Complaints and appeals log.docx](#)

# Access Arrangements Policy

## What are access arrangements and reasonable adjustments?

Access arrangements

*“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. The intention behind an access arrangement is to meet the particular 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’.*

[[AA](#) Definitions, page 3]

## Purpose of the policy

The purpose of this policy is to confirm that Bridgnorth Endowed School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its *“...obligation to identify the need for, request and implement access arrangements...”*

[JCQ General Regulations for Approved Centres, 5.5]

This publication is further referred to in this policy as [GR](#)

This policy is maintained by the Examinations Officer and held by the SENCo alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations.

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.

## Disability Policy

A large part of the access arrangements process is covered in Bridgnorth Endowed’s Disability Policy (exams) on page 48 of this document, which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The access arrangements policy further covers the assessment process and related issues in more detail.

## The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

### **The qualification(s) of the current assessor**

Bridgnorth Endowed's current assessor is Susan Summerhayes – Postgraduate helms in Specific Learning Difficulties (Dyslexia). A certified copy of the certificate is held by the Exams Officer.

### **Process for the assessment of a candidate's learning difficulties by an assessor**

The SEN Policy outlines how a candidate with known SEN is assessed throughout their time at Bridgnorth Endowed, see Appendix 8.

The Assessment Policy outlines how all candidates are assessed throughout their time at Bridgnorth Endowed, see Appendix 8.

The SENCo and the Exam Officer liaise together to ensure access arrangements identified are implemented for their exams.

### **Painting a picture of need and gathering evidence to demonstrate normal way of working**

At Bridgnorth Endowed, the SENCo and the teaching assistants work with the teaching staff to identify any candidate that may require Access Arrangements. If a teacher or teaching assistant has concerns over a candidate who is not making the expected progress during lessons they complete a referral form and send it to the SENCo. A copy can be found in Appendix 8.

The SENCo will then liaise with the candidate and candidate's teachers to identify their specific needs, including extra time if it is evident the candidate is unable to complete set tasks within the specified amount of time. Through lesson work, assessments and mocks exam evidence will be gathered to demonstrate a candidate's normal way of working and each teacher will complete a checklist to go with this evidence. There is also a checklist for extra time, see Appendix 8.

### **Processing access arrangements**

#### **Arrangements requiring awarding body approval**

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications. This tool also provides the facility to order modified papers for those qualifications.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

At Bridgnorth Endowed the Exams Officer processes the candidate's access arrangements using AAO once the SENCo has gathered all the evidence, carried out any testing and completed the Form 8 required. The Exams Officer prints off the application and passes this back to the SENCo who files everything as evidence.

If a case does not gain approval the Exams Officer will liaise with the awarding body and the SENCo to resolve the matter.

## **Centre-specific criteria for particular access arrangements**

### **Word processor policy (exams)**

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 Bridgnorth Endowed.

Bridgnorth Endowed's Word Processor Policy can be found on page 22 and the Exams Officer holds the signed statement for inspection purposes.

### **Separate invigilation within the centre**

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo.

The decision will be based on whether the candidate has a substantial and long term impairment which has an adverse effect; and the candidate's normal way of working within the centre.

At Bridgnorth Endowed the SENCo liaises with the Exams Officer to make arrangements for separate invigilation where required.

## **Appendix 8**

[https://www.bridgnorthendowed.co.uk/images/policies/SEN\\_Policy\\_2019.pdf](https://www.bridgnorthendowed.co.uk/images/policies/SEN_Policy_2019.pdf)

[https://www.bridgnorthendowed.co.uk/images/policies/assessment\\_policy2018.pdf](https://www.bridgnorthendowed.co.uk/images/policies/assessment_policy2018.pdf)

[Bridgnorth Endowed Referral Form](#)

[Normal Way of Working Form](#)

[Extra Time Form](#)

# Disability policy (exams)

## **Purpose of the policy**

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

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

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

[Quote taken directly from section 5.4 of the JCQ publication [General regulations for approved centres](#) 2018-2019]

This publication is further referred to in this policy as [GR](#).

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’) requesting access arrangements implementing access arrangements and the conduct of exams good practice in relation to the Equality Act 2010.

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

A definition is provided on page 4 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#) 2018-2019

This publication is further referred to in this policy as [AA](#).

## Identifying the need for access arrangements

### Roles and responsibilities

#### Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file

#### Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

#### Exams Officer

- Support the SENCo in determining the need for and implementing access arrangements
- Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Provides a policy on the use of word processors in exams and assessments
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

#### Special educational needs coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates are clearly defined and documented
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of [AA](#)
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

### Teaching staff

- Inform the SENCo of any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate

### Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- Support the SENCo in determining the need for and implementing access arrangements
- Provides appropriate evidence to confirm the need(s) of a candidate

### Assessor of candidates with learning difficulties

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

- Has detailed understanding of the JCQ publication [AA](#)
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of [AA](#)
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

### Use of word processors

Bridgnorth Endowed's Word Processor Policy is included on page 21 of this document and the statement can be found in the Appendix on page 24.

*"Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For*

*example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet.”*

[ICE 14.20]

*“It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.*

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

*A member of the centre’s senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.”*

[AA 5.8]

## Requesting access arrangements

### Roles and responsibilities

#### Special educational needs coordinator (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Follows guidance in AA Section 8 to process approval applications for access arrangements for those qualifications listed on page 2/92 of AA
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), where required, and a body of evidence to substantiate the candidate’s normal way of working within the centre
- Ensures where form 8 is required to be completed, the original form is signed (an electronic signature is permissible) and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes (This may be a hard copy paper version or an electronic version).
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a (hard copy or electronic) file/e-folder 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 those qualifications listed on page 2/92 of [AA](#) (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Presents the files/e-folders when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

### Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2/92 of [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre
- Confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- If the SENCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for those qualifications listed on page 74 of [AA](#); *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

## Implementing access arrangements and the conduct of exams

### Roles and responsibilities

#### External assessments

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

#### Head of centre

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

#### Special educational needs coordinator (SENCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Is familiar with the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2018-2019](#)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

## Exams officer

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2018-2019](#)
- Is familiar with the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2018-2019](#)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

- Liaises with the SENCo regarding rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures candidates with access arrangements are identified on exam room seating plans
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Oral Language Modifier, Live Speaker, Communication Professional **only**) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam in order to prepare
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
  - prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2/92 of [AA](#)
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

### Other relevant centre staff

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- Site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

### Internal assessments

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

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

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

### Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures cover sheets are completed as required by facilitators
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

### **Internal exams**

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

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

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

### **Teaching staff**

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

### **Facilitating access – examples**

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

On a candidate by candidate basis, consideration is given to

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

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

Example of candidate need(s)	Arrangements explored	Centre actions
<p>A medical condition which prevents the candidate from taking exams in the centre</p>	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications:</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p>

		<p><i>EO discusses with 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> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Original Form 8v signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>
<p>Significant difficulty in concentrating</p>	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>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 (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>
<p>A wheelchair user</p>	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</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>



		<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>
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## Appendix 9

[General Regulations - JCQ Joint Council for Qualifications](#)

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

# Exams Archiving Policy

## Purpose of the policy

The purpose of this policy is to:

- Identify exams-related information/records held by the exams office
- Identify the retention period
- Determine the action required at the end of the retention period and the method of disposal
- Inform or supplement the centre-wide records management policy

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo as records owner at end of the candidate's final exam series.	
Alternative site arrangements	Any hard copy information on an alternative site arrangement. Notifications submitted online via CAP.		
Attendance register copies		<p><i>...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference ICE 12, 22]</p>	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Candidates' scripts	Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.	<p>To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts.</p> <p><i>Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are disposed of in a confidential manner.</i></p> <p>[Reference <a href="#">PRS 6</a>]</p>	Confidential waste/shredding
Candidates' work	Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.	<p>To be logged on return to the centre and immediately returned to subject staff as records owner.</p> <p>To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) <i>until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series).</i></p> <p>[Reference <a href="#">GR 3</a>]</p>	Returned to candidates or confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Centre consortium arrangements for centre assessed work	Any hard copy information relating to consortium arrangements for centre assessed work. Applications submitted online via CAP.		
Certificates	Candidate certificates issued by awarding bodies.	<p><i>...retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue</i></p> <p>[Reference <a href="#">GR 5</a>]</p>	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	<p><i>...destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results;</i></p> <p>[Reference <a href="#">GR 5</a>]</p>	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Certificate issue information	A record of certificates that have been issued.	<p><i>...distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued;</i></p> <p>[Reference <a href="#">GR 5</a>]</p>	Confidential destruction
Confidential materials: initial point of delivery logs	Logs recording awarding body confidential exam materials received at the initial point of delivery in the centre to the point where materials are securely issued to an authorised member of staff.		Confidential waste/shredding
Confidential materials: receipt, secure movement and secure storage logs	Logs recording the receipt, checking, secure movement and secure storage of confidential exam materials.		Confidential waste/shredding
Entry information	Any hard copy information relating to candidates' entries.		Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the <u>DfE (Standards &amp; Testing Agency) yellow label service</u>		
Exam question papers	Question papers for timetabled written exams.	<p><i>For confidentiality purposes question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations.</i></p> <p>[Reference <u>GR 6</u>]</p>	Issued to subject staff
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms for each exam session.		Confidential waste/shredding
Finance information	Copy invoices for exams-related fees.	<p>To be immediately provided to head of department as records owner.</p> <p><i>Unused stationery will be returned to the centre's secure storage facility until needed for a future examination. Surplus stationery must</i></p>	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	Awarding body exam stationery provided solely for the purpose of external exams.	<p><i>not be used for internal school tests, mock examinations and non-examination assessments.</i></p> <p><i>Any surplus or out-of-date stationery will be confidentially destroyed.</i></p> <p>[Reference <a href="#">ICE 30</a>]</p>	
Examiner reports		To be immediately provided to head of department as records owner.	
Invigilator and facilitator training records	Annual Invigilation Meeting minutes and certificates (if applicable).	<p><i>A record of the content of the training given to invigilators must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p><i>A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference <a href="#">ICE 12, 13</a>]</p>	



Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	
Moderator reports		To be immediately provided to head of department as records owner.	
Moderation returns logs	Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period		Confidential waste/shredding
Overnight supervision information	JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	<i>...keep for inspection all completed forms available in your centre until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested;</i> [Reference ICE 8]	Confidential waste/shredding
Post-results services: confirmation of candidate consent information	Hard copy or email record of required candidate consent	<i>Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies</i>	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		<p><i>reserve the right to inspect such documentation.</i></p> <p>ATS consent to be retained for at least six months from the date consent given.</p> <p>[Reference <u>PRS 4</u>, appendix A and B]</p>	
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.		Confidential waste/shredding
Post-results services: tracking logs	Logs tracking to resolution all post-results service requests submitted to awarding bodies.		Confidential waste/shredding
Resolving timetable clashes information	Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers		Confidential waste/shredding
Results information	Broadsheets of results summarising candidate final	Records for current year plus previous 6 years to be retained as a minimum.	

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	grades by subject by exam series.		
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	<p><i>...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference <a href="#">ICE 6</a>]</p>	Confidential waste/shredding
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	<p><i>Where a candidate is present but disadvantaged for a timetabled written examination a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting an on-line special consideration application until after the publication of results.</i></p> <p><i>Where a candidate is absent from an examination for an acceptable reason a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in</i></p>	

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		<p><i>support of an application. The centre must retain evidence supporting a candidate's absence from an examination until after the publication of results.</i></p> <p>[Reference <u>SC 6</u>]</p>	
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.		
Transferred candidate arrangements  Very late arrival reports/outcomes	Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP. Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.		Confidential waste/shredding