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EXAMS POLICY

Document Control

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Key Staff

Role	Name(s)
Head of centre	Phillip Walmsley
Exams officer line manager (Senior leader)	Claire Cragg/Paul McDermott
Exams officer	Rachael Wilson
ALS lead/SENCo	Amy Boardwell
Senior leader(s)	

Purpose of the policy

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

This exam policy will ensure that:

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

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

This policy will be communicated to all relevant centre staff.

A copy of the Burnley High School Policy is available on the school website:

www.burnleyhighschool.co.uk/exams-information

Roles and responsibilities overview

The head of centre is the individual who is accountable to the awarding bodies for ensuring that Burnley High School is always compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments.

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

The head of centre may not appoint themselves as the examinations officer. A head of centre and an examinations officer are two distinct and separate roles. (GR 2)

Head of centre responsibilities

The 'head of centre' is the most senior operational officer in the organisation. This may be the headteacher of a school, the principal of a college, the Chief Executive Officer of an Academy Trust or the Managing Director of

a company or training provider. It is the responsibility of the head of centre to ensure that all staff comply with the instructions in this booklet.

For details about specific head of centre responsibilities, see sections 1, 8, 11, 12, 13, 16, 24, Appendix 1, section 6 and Appendix 8. (ICE Introduction)

Head of centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - [General Regulations for Approved Centres \(GR\)](#)
 - [Instructions for Conducting Examinations \(ICE\)](#)
 - [Access Arrangements and Reasonable Adjustments \(AA\)](#)
 - [Suspected Malpractice - Policies and Procedures \(SM\)](#)
 - [Instructions for conducting non-examination assessments \(NEA\) \(and the instructions for conducting coursework\)](#)
 - [A guide to the special consideration process \(SC\)](#)
- Ensures Burnley High School has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments

National Centre Number Register

- Takes responsibility for confirming, on an annual basis, that they are aware of and adhering to the latest version of the JCQ's regulations by responding to the head of centre's declaration which is managed as part of the National Centre Number Register (NCNR) annual update
- Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
 - Burnley High School status being suspended
 - Burnley High School not being able to submit examination entries
 - Burnley High School not receiving or being able to access question papers

Recruitment, selection and training of staff

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Enables the relevant senior leader(s), the examinations officer (EO) and the ALS lead/SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within Burnley High School, and ensure compliance with the published JCQ regulations
- Appoints a ALS lead/SENCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities

Internal governance arrangements

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent

Escalation Process

In the absence of the Head of Centre, the School Business Manager will take over the Examinations Procedure.

It is the responsibility of the **head of centre** to ensure that his/her centre... has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent ([GR.5.3](#))

- Has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Makes sure that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during an examination

Delivery of qualifications

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

Public liability

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

Security of assessment materials

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
 - the location of Burnley High School's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials
 - appropriate arrangements are in place to ensure that confidential materials are only handed over to authorised members of centre staff
 - access to the secure room and secure storage facility is restricted to the authorised two to six keyholders (ensuring only persons authorised by the head of centre and the exams officer are allowed access to Burnley High School's secure storage facility as one of the two to six key holders)
 - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
 - that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- Makes arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ publication Instructions for conducting examinations
- Makes arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Allows candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

- Obtains written approval from the relevant awarding body before permitting a third party to deliver any part of a qualification including assessments
- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place
- Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately
- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence)

Exam Contingency Plan

Location of Burnley High School's plan: Exam Officer's Office

It is the responsibility of the head of centre to ensure that his/her centre... has in place the following policies available for inspection... a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of Burnley High School being unavailable for examinations, or on results day, owing to an unforeseen emergency ([GR 5.3](#))

- Ensures required internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers

Internal Appeals Procedures

Burnley High School's Internal Appeals Policy is available on the school website. www.burnleyhighschool.co.uk

Burnley High School will... have in place and be available for inspection purposes, 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... ([GR 5.7](#))

...have available for inspection purposes and draw to the attention of candidates and their parents/carers, a **written** internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal... ([GR 5.13](#))

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

Equalities Policy

Burnley High School's Equalities Policy is available on the school website. www.burnleyhighschool.co.uk

It is the responsibility of the **head of centre** to ensure that his/her centre... has in place the following policies available for inspection... a written equalities policy

...delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates

The head of centre/senior leadership team will... recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010†. This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service Burnley High School provides to disabled candidates;

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect ([GR 5.3, 5.4](#))

- Ensures a complaints and appeals procedure covering general complaints regarding Burnley High School's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers

Complaints and Appeals Procedure (Exams)

Burnley High School's Internal Appeals Policy is available on the school website. www.burnleyhighschool.co.uk

Burnley High School will... draw to the attention of candidates and their parents/carers their written complaints and appeals procedure which will cover general complaints regarding Burnley High School's delivery or administration of a qualification. ([GR 5.8](#))

- Ensures Burnley High School has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

Child Protection/Safeguarding Policy

Burnley High School's Child Protection/Safeguarding Policy is available on the school website. www.burnleyhighschool.co.uk

It is the responsibility of the **head of centre** to ensure that his/her centre... has in place the following policies available for inspection... a written child protection/safeguarding policy, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements... ([GR 5.3](#))

- Ensures Burnley High School has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations

Data Protection Policy

Burnley High School's Data Protection Policy is available on the school website. www.burnleyhighschool.co.uk

It is the responsibility of the **head of centre** to ensure that his/her centre... has in place the following policies available for inspection... a written data protection policy ([GR 5.3](#))

Burnley High School will... ensure that all candidate data where required by the awarding body has been supplied to the awarding bodies within the terms of the General Data Protection Regulation, the Data Protection Act 2018 and the Freedom of Information Act 2000, and that candidates have been properly informed that this data has been transferred to the awarding bodies (see section 6, for more information)... ([GR 5.8](#))

Legislation on sharing information

Under the principles of the General Data Protection Regulations 2018 and the Data Protection Act 2018, children and young adults can assume control over their personal information and restrict access to it from the age of 13. This suggests that candidate consent should be sought to share results or other exams-related information with a third party.

Other legislation and guidance may need to be taken into account regarding sharing information with parents, as example information from the DfE for schools regarding parental responsibility and school reports on pupil performance:

- Understanding and dealing with issues relating to parental responsibility www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility
- School reports on pupil performance www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers

Publication of exam results

Refer to ICO (Information Commissioner's Office) [Schools, universities and colleges](#) information and [Exam results](#)

- Ensures Burnley High School has documented processes in place relating to access arrangements and reasonable adjustments

Access Arrangements Policy

Burnley High School's Access Arrangements Policy is available on the school website. www.burnleyhighschool.co.uk

...The head of centre/senior leadership team will... have a **written** process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments*... ([GR 5.4](#))

Conflicts of interest

- Ensures the relevant awarding bodies are informed of any **Conflict of Interest** where
 - a member of centre staff is taking a qualification at Burnley High School which includes internally assessed components/units (taking at Burnley High School as a last resort where unable to find an alternative centre)
 - a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with a personal connection to the candidate
- Maintains records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where
 - a member of exams office staff have a personal connection to a candidate being entered for exams and assessments at Burnley High School or at another centre
 - a member of centre staff is taking a qualification at Burnley High School which does not include internally assessed components/units (taking at Burnley High School as a last resort where unable to find an alternative centre)
 - a member of centre staff is taking a qualification at another centre
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials

It is the responsibility of the head of centre to ensure that his/her centre... manages Conflicts of Interest by informing the awarding bodies, before the published deadline for entries, of:

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

maintains clear records of all instances where:

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

The head of centre **must** ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.

The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records **must** be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Heads of centre should note that entering members of centre staff for qualifications at their own centre **must** be as a last resort in cases where the member of centre staff is unable to find another centre.

The head of centre is responsible for ensuring that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials.

The head of centre **must** ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment. ([GR 5.3](#))

- Ensures members of centre staff do **not** forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do **not** advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment or JCQ personnel

Centre inspections

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

Exams officer

- Understands the contents of annually updated JCQ publications including:
 - [General Regulations for Approved Centres](#)
 - [Instructions for Conducting Examinations](#)
 - [Suspected Malpractice - Policies and Procedures](#)
 - [Post-results services \(PRS\)](#)
 - [A guide to the special consideration process](#)
- Completes/submit the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October each year
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
- Works with the ALS lead/SENCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials

Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - [General Regulations for Approved Centres](#)
 - [Instructions for Conducting Examinations](#)
 - [Access Arrangements and Reasonable Adjustments](#)
 - [Suspected Malpractice - Policies and Procedures](#)
 - [Instructions for conducting non-examination assessments \(and the instructions for conducting coursework\)](#)
 - [A guide to the special consideration process](#)

Additional Learning Support (ALS) lead/Special educational needs co-ordinator (SENCo)

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

Senior leaders

- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and ALS lead/SENCo
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Teaching staff

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

Invigilators

- Attend/undertake training, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

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

Site staff

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

Candidates

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

The exam cycle

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

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

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

Planning: roles and responsibilities

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ publications including [GR, ICE, AA, SM, NEA \(and the instructions for conducting coursework\)](#) and [SC](#)

Exams officer

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

Information gathering

Exams officer

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

Senior leaders

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering

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

Access arrangements

Head of centre

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

ALS lead/SENCo

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

Word Processor Policy (Exams)

Burnley High School's Word Processor Family (Exams) is available on the school website. www.burnleyhighschool.co.uk

A centre must have a policy on the use of word processors. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations 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 Burnley High School. For example, where the curriculum is delivered electronically and Burnley High School provides word processors to all candidates.

Burnley High School may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with...

A member of Burnley High School's senior leadership team must produce a statement for inspection purposes which details the criteria Burnley High School uses to award and allocate word processors for examinations. ([AA 5.8](#))

- Ensures criteria for candidates granted **separate invigilation within Burnley High School** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Separate Invigilation Policy

Burnley High School's Separate Invigilation Policy is available on the school website. www.burnleyhighschool.co.uk

The SENCo must make their decision 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 Burnley High School.

For example, in the case of separate invigilation, the candidate's difficulties are established within Burnley High School (see Chapter 4, paragraph 4.1.4) and known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs. ([AA 5.16](#))

The SENCo, or an equivalent member of staff within a FE college, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate. ([AA 4.2.1](#))

A candidate may only take their examinations under separate invigilation within Burnley High School where he/she has an **established difficulty** - see **section 5.16** of the JCQ publication *Access Arrangements and Reasonable Adjustments*...

Where candidates are subject to separate invigilation within Burnley High School, the regulations and guidance within this booklet must always be adhered to. This is particularly so in relation to accommodation and invigilation arrangements (see sections 11 and 12). ([ICE 14](#))

Why have a policy on this?

In certain circumstances, a candidate with 'an established difficulty' may be eligible to take exams under separate invigilation. Centres may also receive requests from candidates (and/or parents/carers) to take their exams under separate invigilation (in a separate room with 1:1 invigilation). Having a documented policy ensures:

- the criteria for candidates granted separate invigilation within Burnley High School is clear and complies with JCQ regulations
- Burnley High School can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)

It may also be useful to include within this, Burnley High School's policy for candidates seated in a 'small' room, 'access arrangements' room etc. (i.e. taking exams separate to the main cohort)

Senior leaders, Teaching staff

- Support the ALS lead/SENCo in determining and implementing appropriate access arrangements
- Provide a statement for inspection purposes which details the criteria Burnley High School uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre

Controlled assessments, coursework and non-examination assessments

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

Non-examination Assessment Policy

Burnley High School's Non-examination Assessment Policy is available on the school website. www.burnleyhighschool.co.uk

Burnley High School will... have in place and be available for inspection purposes, a **written** policy with regard to the management of GCE and GCSE non-examination assessments; (For CCEA GCSE centres this would be a **written** controlled assessments policy.) ([GR 5.7](#))

The JCQ requires each centre to have a non-examination assessment policy in place:

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

A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place. The guidance provided in this document will help the head of centre to ensure that Burnley High School's policy is fit for purpose. The policy will need to cover all types of non-examination assessment.

Additionally, each centre must have available for inspection an internal appeals procedure relating to internal assessment decisions. ([NEA 1](#))

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

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place

Head of department

- Ensure teaching staff delivering AQA Applied General qualifications, OCR Cambridge Nationals, Entry Level Certificate or Project qualifications (and CCEA GCE unitised AS and A-level qualifications WJEC GCE legacy AS and A-level Health & Social Care) follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- Ensure teaching staff delivering GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body

- For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body
- Ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of Burnley High School's marking before marks are submitted to the awarding body

Teaching staff

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

Exams officer

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

Invigilation

Head of centre

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

Exams officer

- Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides training for new invigilators on the instructions for conducting exams and an annual update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events

Entries: roles and responsibilities

Estimated entries

Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met

Estimated entries collection and submission procedure

Heads of Department submit KS4 course information (subject specifications and codes) to the Exams Officer(s) at the beginning of the academic year. The Exams Officer then uses this information to identify which subjects will need estimated entries submitting online prior to examining boards' deadlines

- Makes candidates aware of the JCQ **Information for candidates – Privacy Notice** at the start of a vocational qualification or when entries are being processed for a general qualification

Senior leaders

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

Final entries

Exams officer

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

Final entries collection and submission procedure

The Exams Officer uses KS4 course information submitted at the beginning of the academic year by Heads of department to create exam entry marksheets in SIMS. Heads of Department then complete these marksheets with the correct information for their subjects/qualifications. Final entry sheets are then printed off by the Exams Officer and are signed and dated by the relevant Head of Deptment to confirm authentication. The Exams Officer then submits these entries to awarding bodies via MIS.

Senior leaders

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

Entry fees

Burnley High School will pay all normal exam fees on behalf of candidates. Late entry or amendment fees are charged to subject capitation. Candidates or departments are not charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided

these are made within the time allowed by the awarding bodies. However, after the deadline, costs must be met by the Department. Candidates will be charged for entries if they fail to attend without good reason or if course work is incomplete without good reason.

Late entries

Exams officer

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets

Senior leaders

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

Re-sit entries

Candidates will be permitted to retake a subject once at the school's discretion. Retake decisions will be made in consultation with the candidates, subject teachers, Pastoral Manager, parents/ carers and Head of Department. If, in subjects where more than one module is retaken, then a contribution may be asked for from the student. The decision to retake at the school's expense will depend on: - • Whether the original mark was within reach of target grade. • The professional judgement of the subject teacher and Head of Department. • The agreement of the Pastoral Manager. Other students may retake at their own expense but will be re-imbursed if the target grade is achieved. If this process involves a significant number of students then the Head of department must clarify the situation with the Senior Leadership Team at the earliest opportunity. It will be responsibility of the Head of Department to liaise with the Examination Officer to ensure that all information on retake entries is correct. If any cost to the student is incurred then this will be administered by the Examination Officer / Finance Team.

Private candidates

Burnley High School does not accept private candidates.

Candidate statements of entry

Exams officer

- Provides candidates with statements of entry for checking

Teaching staff

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

Candidates

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

Pre-exams: roles and responsibilities

Access arrangements

ALS lead/SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by Burnley High School's appointed assessor

Briefing candidates

Exams officer

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

Access to Scripts, Reviews of Results and Appeals Procedures

Burnley High School is committed to ensuring that all students have equal access to the full range of Enquiries about Results [EaR] offered by Exam Boards. The following procedures apply:

- All requests for enquiries about results must be received by the Exams Officer in school no later than 21 days after the publication of provisional results to allow time for processing the request. The exact deadline dates for these will be sent out to Faculty Directors prior to exam results being released.
- No request can be actioned before the Exams Office receives a fully completed JCQ Candidate Consent Form, signed and dated by the candidate. Copies of these blank forms will be distributed to students prior to exam results day. These include the following:-
- Blue Form - Enquiries About Results and Appeals

- **Yellow Form - Access to Scripts**

The correct colour-coded forms must be fully completed and signed by the student. The Head of Department will then complete a 'Request for EaR Form' fully outlining the student's details, all exam units concerned, and which Ear Service is required. This form must be signed and dated by the Head of department prior to submission to the Exams Office. **Heads of Department must ensure that candidates are aware before they submit the form that the final subject grade they are awarded following an enquiry may be higher or lower than the original grade they were given.**

Where a student wishes to make an enquiry about exam results, he/she should discuss it with the appropriate Head of Department, in the first instance. If they agree to the enquiry, then the school will fund the enquiry about results. If the Head of Department disagrees that there is a valid case for an enquiry, but agrees that the student can go ahead with the enquiry, then the student must pay the appropriate fee for the enquiry. The fee must be paid before the school will action the enquiry.

Once the fully completed form is received and accepted by the Exams Office, two members of the Exams and Data Team will together submit the Enquiries about Results request online with the Exam Boards, ensuring that all information submitted is correct and reflects the student's original request detailed on the signed consent form. The school will inform the pupil as soon as possible about the outcome of any enquiry.

A copy of the Burnley High School internal Appeals Policy is available on the school website:

www.burnleyhighschool.co.uk/exams-information

Dispatch of exam scripts

Exams officer

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

Estimated grades

Senior leaders

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

Exams officer

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

Internal assessment and endorsements

Head of centre

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

ALS lead/SENCo

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

Teaching staff

- Support the ALS lead/SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work

- Assess endorsed components
- Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

Senior leaders

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

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline
- Keeps a record to track what has been sent
- Logs moderated samples returned to Burnley High School
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

Invigilation

Exams officer

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

ALS lead/SENCo

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

Invigilators

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

JCQ Centre Inspections

Exams officer or Senior leader

- Will accompany the Inspector throughout a visit

ALS lead/SENCo or relevant Senior leader (in the absence of the ALS lead/SENCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise

- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify candidate identity including private candidates

Candidate Identification Procedure

Burnley High School is aware of the importance that all invigilators are able to establish the identity of all candidates sitting examinations. The following procedures therefore apply: 1) A member of the Burnley High School teaching staff will be present outside of the exam room to help monitor the students as they assemble and then enter the exam room.

2) Enclosed within the Exam Room Stationary Box (which is given to the Lead Invigilator at the same time as the secure exam question papers on the day of the exam), is a SIMS report showing a print out of all Year 10 and 11 students photographs detailing their full legal name next to their photo.

3) Once inside the exam room, a member of the Exam Office team is present to further ensure all candidates are present and correct.

Burnley High School will... verify the identity of all students that they enter for examinations or assessments. Burnley High School must be satisfied that all candidate identities have been checked, whether as part of the initial registration process, or in the case of private candidates through a verification process which involves photo-ID ([GR 5.6](#))

Burnley High School will... have in place written procedures to verify the identity of all candidates at the time of the examination or assessment... ([GR 5.9](#))

Invigilators must establish the identity of all candidates sitting examinations.

A private/external candidate or a transferred candidate who is not known to the school or college must show photographic documentary evidence to prove that he/she is the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence.

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes. Centres must inform candidates in advance of this procedure and well before their first examination.

Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination.

Invigilators must be informed of those candidates with access arrangements and must be made aware of the access arrangement(s) awarded. ([ICE 16](#))

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

Invigilators

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

Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures only persons authorised by the head of centre and the exams officer are allowed access to Burnley High School's secure storage facility as one of the two to six key holders

- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within Burnley High School
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within Burnley High School and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in Burnley High School's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers)

Reception staff

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

Teaching staff

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

Timetabling and rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to Burnley High School's policy)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the ALS lead/SENCo regarding rooming of access arrangement candidates

ALS lead/SENCo

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

Site staff

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

Alternative site arrangements

Exams officer

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

Centre consortium arrangements

Exams officer

- Processes applications for Centre Consortium arrangements through CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Senior leaders

- Inform the EO of any joint teaching arrangements in place and where Burnley High School is acting as the consortium co-ordinator

Transferred candidate arrangements

Exams officer

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

Internal exams

Exams officer

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

ALS lead/SENCo

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

Teaching staff

- Provide exam papers and materials to the EO
- Support the ALS lead/SENCo in making appropriate arrangements for access arrangement candidates

Exam time: roles and responsibilities

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements

- Has a process in place to deal with emergency access arrangements as they arise at the time of exams
 - applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

Candidate Absence Policy

- Once all candidates are seated in the exam room the Exams Officer notes which students are absent from the exam. This is then immediately reported to the Head of the Pastoral team who will advise of any student sickness absence. •
- For students who have unexplained absence, the Head of the Pastoral team and Exams Officer will telephone parents via contact details in SIMS to ascertain the issue. SLT will then be advised of any students who have an unexplained absence from the exam and a decision will then be made on the outcome of the absence, for example, special consideration for sickness 25 / collect student from current location if well enough to attend and have enough time before being recorded 'Very Late' for their exam.
- SLT will consider candidates who are persistently absent from their exams on an individual basis according to circumstances regarding their absences. Candidates will be charged for entries if they fail to attend without good reason or if course work is incomplete without good reason.

Invigilators

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

Candidates

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

Candidate behaviour

See *Irregularities* below.

Candidate belongings

See *Unauthorised items* below.

Candidate late arrival

Exams officer

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

Invigilators

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

Candidate Late Arrival Policy

1. Once all candidates are seated in the exam room, the Exams Officer will note which students are absent from the exam. This will then be immediately reported to the Head of the Pastoral team who will advise of any student sickness absence. For students who have unexplained absence, the Head of the Pastoral team and Exams Officer will contact the parent/carer of any

candidate absent at the start of an exam. The parent/carer will be advised to keep the candidate under supervision at all times until the candidate is handed over to a member of Burnley High School staff. In these circumstances, the parent/carer and the candidate will be asked to sign an appropriate statement to confirm the supervision arrangements which were put in place.

2. A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. The candidate will be allowed the full-time, provided that adequate supervision arrangements are in place.

3. The awarding body will consider each case individually in light of statements from the parent/carer, the candidate and the centre.

4. Students who arrive 'very late' for the exam, namely after candidates may have been allowed to leave the examination room, will be allowed to sit the exam. However, unless they have been supervised during that time, the awarding body is unlikely to be able to accept the work.

5. A candidate will be considered very late if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10.00 am for a morning examination or after 2.30 pm for an afternoon examination.

6. For an examination that lasts less than one hour, a candidate will be considered very late if they arrive after the awarding body's published finishing time for the examination.

7. When a candidate arrives very late for an examination, the following will be undertaken: • The script will be sent to the awarding body/examiner in the normal way. • Form JCQ/VLA (Report on candidate admitted very late to examination room) will be completed by the Exams Officer within 7 days of the examination taking place. • The candidate will be warned that the awarding body may not accept their work.

8. If a candidate arrives in the afternoon for a paper that had been re-arranged for a morning session, the candidate may be allowed to take the paper at the published time as long as he/she has not had any contact with any candidate who sat the paper earlier. The awarding body will then decide whether or not to accept the script.

9. SLT will consider candidates who are persistently absent from their exams on an individual basis according to circumstances regarding their absences.

10. Candidates will be charged for entries if they fail to attend without good reason or if course work is incomplete without good reason.

Conducting exams

Head of centre

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

Exams officer

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

Dispatch of exam scripts

Exams officer

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

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in the secure storage facility

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

Exam rooms

Head of centre

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

Food and Drink Policy (Exams)

Candidates are not permitted to bring any form of food or sweets into the exam room. Water is allowed to be taken in and placed on desks in a clear plastic bottle as long as all labels and covering has been removed prior to entering the exam room.

Exams officer

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

Senior leaders

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

Emergency Evacuation Policy

A copy of the Burnley High School Emergency Evacuation Policy is available on the school website:
www.burnleyhighschool.co.uk

Site staff

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

Invigilators

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

Candidates

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

Irregularities

Head of centre

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

Managing Behaviour Policy

All Candidates will attend an exam information assembly led by the Head of Pastoral team explaining expected behaviour in exams. If any behaviour issues arise in the exam, the lead invigilator would deal with it and log on the exam incident form, or escalate to the Exams Officer. The Exams Officer will then make an informed decision as to whether let SLT manage the issue. SLT will ensure that internal disciplinary procedures relating to behaviour are followed when appropriate.

Senior leaders

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

Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities

- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

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

Malpractice

See *Irregularities* above.

Special consideration

Senior leaders

- Provide signed evidence to support eligible applications for special consideration

Exams officer

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

Special Consideration Policy

A copy of the Burnley High School Special Consideration Policy is available on the school website:

www.burnleyhighschool.co.uk

Candidates

- Provide appropriate evidence to support special consideration applications, where required

Unauthorised items

Arrangements for unauthorised items taken into the exam room

Burnley High School's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Only necessary equipment, (pens, pencils, calculators, etc.), should be brought to the exam room in a clear pencil case. **Mobile phones, MP3 Players, iPods or iWatches must not be brought into the exam room.** Any such items MUST be 30 securely stored in the candidate's school locker. If they are unable to access their locker then they must hand their phone and other such items in to the invigilator as soon as they enter the exam room. They can retrieve their property at the end of the exam. They should not have any pen marks on your hands or arms. All watches should be removed from wrists once seated in the exam room and placed in front of them on their desk in plain sight of the invigilators. Candidates' personal belongings remain their own responsibility and the school accepts no liability for their loss or damage.

This is in accordance with ICE11 whereby, "...any unauthorised items that have been taken into the examination room must be placed out of reach of the candidates (and not under their desks) before the examination starts. This would normally be at the front of the examination room or a similar arrangement that enables the invigilator to control access to the items." "Advice: You may wish to ask candidates to place their watches on their desk in sight of the invigilator prior to the examination commencing."

Invigilators

- Are informed of the arrangements through training

Internal exams

Exams officer

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

Invigilators

- Conduct internal exams as briefed by the EO

Results and post-results: roles and responsibilities

Internal assessment

Senior leaders

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

Managing results day(s)

Senior leaders

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

Exams officer

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

Results day programme

Candidates will receive individual results slips on examination results days either in person at Burnley High School or by post to their home addresses (candidates must provide stamped addressed envelope to the Exams Office prior to the end of the summer term). Burnley High School will not give results out over the telephone or by e-mail. If candidates would like somebody to collect results on their behalf they must bring the candidates signed written permission with them. Arrangements for school to be open on results days are made by the Head of Centre and will be published on the school website for students' and parents' information before the end of the summer term. The provision of staff on results days is the responsibility of the Head of Centre. On GCSE results days', senior staff from the school will be available to provide information, advice and guidance to support students

Site staff

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

Accessing results

Head of centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates

- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

Exams officer

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

Post-results services

Head of centre

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if Burnley High School has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

Exams officer

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

Teaching staff

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

Candidates

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

Analysis of results

Assistant Headteacher for Performance Outcomes

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the [secondary school and college \(key stage 4/16-18\) performance tables June and September checking exercise \(where applicable\)](#)

Certificates

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

Certificate Issue Procedure

Receipt & Storage of Certificates:

- All certificates are checked on arrival as per awarding body instructions.
- Certificates are stored securely in the Examination Secure Storage.
- A record is kept of all certificates received. Distributing Certificates:
 - Certificates are collected and signed for by the candidate, after the awarding bodies' deadline to issue certificates has passed. The signed record of the certificates handed out is kept securely.
 - Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so and have written, signed permission from the candidate.
 - Replacement certificates are only issued if a candidate agrees to pay the costs incurred.

Candidates

- May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

Certificate Retention Policy

Those certificates not collected will be retained by Burnley High School for 5 years, and kept in the Examination Secure Storage area. After 5 years, they will be destroyed confidentially. A record will be kept of all destroyed certificates.

Exams review: roles and responsibilities

Exams officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

Senior leaders

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

Retention of records: roles and responsibilities

Exams officer

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

- Provides an exams archiving policy that identifies information held, retention period and method of disposal

Exams Archiving Policy

A copy of the Burnley High School Exams Archiving Policy is available on the school website:

www.burnleyhighschool.co.uk

Appendices

Include any documentation or information here that you have made reference to in the policy that has been provided as an appendix. Number each appendix and start each one on a new page. If no appendices are provided – delete this page. (**Remember** adding or deleting headings from the policy template affects the table of contents which will need updating)

Appendix 1 – Lockdown Policy

Appendix 2 – Complaint & Appeals Procedure (exams)

Appendix 3 – Data Protection Policy (exams)

Appendix 4 – Emergency Evacuation Policy (exams)

Appendix 5 – Internal Appeals Procedure

Appendix 6 – Non-examination Assessment policy

Appendix 7 – Special Consideration policy

Appendix 8 – Word processor policy (exams)

Appendix 1 – Lockdown Policy

Key staff involved in the lockdown policy/procedure

Role	Name(s)
Head of Centre	Phillip Walmsley
Exams Officer(s)	Rachael Wilson
SLT member(s)	Claire Cragg/Paul McDermott

Purpose of the policy

This policy details the measures taken at Burnley High School in the event of a centre lockdown 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.

Burnley High School has devised lockdown procedures after consulting GOV.UK's Stay Safe guidance.

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; and,
- ▶ STAY SAFE principles (Run, Hide, Tell)

Roles and responsibilities

Head of Centre

- ▶ 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(s)

- ▶ 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(s) during a lockdown to confirm the situation in a particular exam room.

Lockdown 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. and to ensure mobile phones are on silent and non-vibrate mode
- ▶ 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(s) will collate the information from all exam rooms and forward this to the Head of Centre 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; and,
 - (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 close their answer booklets
 - 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 desks.
 - Where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Exams Officer(s) (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 tables;
 - ▶ where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Exams Officer(s) (ensuring that all mobile phones/walkie talkies are on non-vibrate 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; and,
 - ▶ (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

- ▶ 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 then:
 - ask candidates to return to their desks, remind them they are under formal exam conditions and allow a settling down period
 - allow candidates the full working time remaining to do their examination
 - recalculate the revised finish time(s)
 - tell the candidates to open their answer booklets 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 body/bodies and where relevant, any centre-wide lockdown recording form/log)
- ▶ The exams officer will
 - provide a report of the incident for the awarding body/bodies (via the special consideration process or as advised by the awarding body/bodies)
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance

- ▶ Where applicable/possible/available, SLT/exams officer will
 - discuss any alternative exam sittings with the awarding body/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 2 – Complaint & Appeals Procedure (exams)

Key staff involved in the complaints and appeals procedure

Role	Name(s)
Head of Centre	Phillip Walmsley
SLT Members	Claire Cragg
Exams Officer(s)	Rachael Wilson

Purpose of the procedure

This procedure confirms Burnley High School 's compliance with JCQ's *General Regulations for Approved Centres 2020-21*, that the centre has in place a written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification.

Grounds for complaint

A candidate (or his/her/parent/carer) may make a complaint on the grounds below:

Teaching and learning

- ▶ Quality of teaching and learning, for example:-
 - ▶ Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis.
 - ▶ Teacher lacking knowledge of new specification/incorrect core content studied/taught.
 - ▶ Core content not adequately covered.
 - ▶ Inadequate feedback for a candidate following assessment(s).
- ▶ Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate.
- ▶ The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions.
- ▶ The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to Burnley High School's *internal appeals procedure*)
- ▶ Burnley High School fails to adhere to its *internal appeals procedure*.
- ▶ Candidate not informed of his/her centre-assessed marks prior to marks being submitted to the awarding body.
- ▶ Candidate not informed of his/her centre-assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body.
- ▶ Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks.

Access arrangements

- ▶ Candidate not assessed by the Burnley High School's appointed assessor.
- ▶ Candidate not involved in decisions made regarding his/her access arrangements.

- ▶ Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed data protection notice/candidate data personal consent form).
- ▶ Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply.
- ▶ Exam information not appropriately adapted for a disabled candidate to access it.
- ▶ Adapted equipment put in place failed during exam/assessment.
- ▶ Approved access arrangement(s) not put in place at the time of an exam/assessment.
- ▶ Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment.

Entries

- ▶ Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer).
- ▶ Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment.
- ▶ Candidate entered for a wrong exam/assessment.
- ▶ Candidate entered for a wrong tier of entry.

Conducting examinations

- ▶ Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place.
- ▶ Room in which exam held did not provide candidate with appropriate conditions for taking the exam.
- ▶ Inadequate invigilation in exam room.
- ▶ Failure to conduct exam according to the regulations.
- ▶ Online system failed during (online) exam/assessment.
- ▶ Disruption during exam/assessment.
- ▶ Alleged, suspected or actual malpractice incident not investigated/reported.
- ▶ Eligible application for special consideration for a candidate not submitted/not submitted to timescale.
- ▶ Failure to inform/update candidate on the outcome of a special consideration application.

Results and Post-results

- ▶ Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of Burnley High School staff after the publication of results.
- ▶ Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry.
- ▶ Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations.
- ▶ Candidate (or parent/carer) unhappy with a result (complainant to refer via Exams Officer to awarding body *post-results services*).
- ▶ Candidate (or parent/carer) unhappy with a Burnley High School decision not to support a clerical check, a review of marking, a review of moderation or an appeal (complainant to refer via [insert who] to the centre's *internal appeals procedure*).
- ▶ Burnley High School applied for the wrong post-results service/for the wrong exam paper for a candidate.
- ▶ Burnley High School missed awarding body deadline to apply for a post-results service.
- ▶ Burnley High School applied for a post-results service for candidate without gaining the required candidate consent/permission.

Complaints and appeals procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about Burnley High School's delivery or administration of a qualification he/she is following, we encourage him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, in writing to the Headteacher.

If a complaint fails to be resolved informally the candidate (or his/her parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- ▶ A formal complaint should be submitted in writing by completing a **complaints and appeals form**.
- ▶ Forms are available from the Examinations Officer - Mrs Nicholas.
- ▶ Completed forms should be returned to the Examinations Officer.
- ▶ Forms received will be logged by the centre and acknowledged within 3 calendar days.

How a formal complaint is investigated

- ▶ The Head of Centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion.
- ▶ The findings and conclusion of the internal appeal will be provided to the complainant within 2 working weeks.

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- ▶ Any appeal must be submitted in writing by again completing a **complaints and appeals form**.
- ▶ Forms received will be logged by Burnley High School and acknowledged within 3 calendar days.
- ▶ The appeal will be referred to the Chair of Governors for consideration.
- ▶ The Chair of Governors will inform the appellant of the final conclusion in due course.

Complaints and appeals form

FOR CENTRE USE ONLY

Date received

Reference No.

Please tick box to indicate the nature of your complaint/appeal

- ☐ Complaint/appeal against the centre's delivery of a qualification.
☐ Complaint/appeal against the centre's administration of a qualification.

Name of complainant/appellant

Candidate name if different to
complainant/appellant

Please state the grounds for your complaint/appeal below

If your complaint is lengthy please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say

Your appeal should identify the centre's failure to follow procedures as set out in the relevant policy, and/or issues in teaching and learning which have impacted the candidate

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s)

Complainant/appellant signature:

Date of signature:

This form must be completed in full; an incomplete form will be returned to the complainant/appellant

Complaints and appeals log

On receipt, all complaints/appeals will be assigned a reference number and logged. The outcome and outcome date is also recorded.

[illegible]

Appendix 3 – Data Protection Policy (exams)

Key staff involved in the General Data Protection Regulation policy

Role	Name(s)
Head of centre	Phillip Walmsley
Exams officer	Rachael Wilson
Exams officer line manager (Senior Leader)	Claire Cragg
Data Protection Officer	Lee Gardiner
IT manager	Andrew Scott
Data manager	Rachael Wilson

Purpose of the policy

This policy details how [insert centre name], in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act (DPA) and General Data Protection Regulation (GDPR). At the date of reviewing these regulations, although the UK has left the European Union the General Data Protection Regulation still has a direct effect within the UK (JCQ's [General Regulations for Approved Centres](#) (GR, section 6.1) **Personal data**)

Students are given the right to find out what information the centre holds about them, how this is protected, how this can be accessed and how data breaches are dealt with.

All exams office staff responsible for collecting and sharing candidates' data are required to follow strict rules called 'data protection principles' ensuring the information is:

- ▶ used fairly and lawfully
- ▶ used for limited, specifically stated purposes
- ▶ used in a way that is adequate, relevant and not excessive
- ▶ accurate
- ▶ kept for no longer than is absolutely necessary
- ▶ handled according to people's data protection rights
- ▶ kept safe and secure
- ▶ not transferred outside the European Economic Area without adequate protection

To ensure that the centre meets the requirements of the DPA and GDPR, all candidates' exam information – even that which is not classified as personal or sensitive – is covered under this policy.

Section 1 – Exams-related information

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations. For further details on the type of information held please refer to *Section 5 – Candidate information, audit and protection measures*.

Candidates' exams-related data may be shared with the following organisations:

- ▶ Awarding bodies
- ▶ Joint Council for Qualifications
- ▶ Department for Education; LCC; Chapel Street Trust

This data may be shared via one or more of the following methods:

- ▶ hard copy
- ▶ email
- ▶ secure extranet site(s) – eAQA; OCR Interchange; Pearson Edexcel Online; WJEC Secure services.
- ▶ SIMs and sending/receiving information via electronic data interchange (EDI) using A2C (<https://www.jcq.org.uk/about-a2c>) to/from awarding body processing systems.

This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments, special consideration requests and exam results/post-results/certificate information.

Section 2 – Informing candidates of the information held

Burnley High School ensures that candidates are fully aware of the information and data held.

All candidates are:

- ▶ informed via Candidate handbook, statement of entry, and exam timetable.
- ▶ given access to this policy via the Burnley High School website.

Section 3 – Hardware and software

The table below confirms how IT hardware, software and access to online systems is protected in line with DPA & GDPR requirements.

Hardware	Date of purchase and protection measures	Warranty expiry
R Wilson PC	All protected by anti-virus software and monitored regularly by our IT manager	N/a

Software/online system	Protection measure(s)
------------------------	-----------------------

Sims & A2C	Password protected. On the school system so protected by our school security system
Exam board online access – AQA, WJEC, OCR, Edexcel	All password protected

Section 4 – Dealing with data breaches

Although data is handled in line with DPA/GDPR regulations, a data breach may occur for any of the following reasons:

- ▶ loss or theft of data or equipment on which data is stored
- ▶ inappropriate access controls allowing unauthorised use
- ▶ equipment failure
- ▶ human error
- ▶ unforeseen circumstances such as a fire or flood
- ▶ hacking attack
- ▶ ‘blagging’ offences where information is obtained by deceiving the organisation who holds it

If a data protection breach is identified, the following steps will be taken:

1. Containment and recovery

Lorraine Brody will lead on investigating the breach.

It will be established:

- ▶ who needs to be made aware of the breach and inform them of what they are expected to do to assist in the containment exercise. This may include isolating or closing a compromised section of the network, finding a lost piece of equipment and/or changing the access codes
- ▶ whether there is anything that can be done to recover any losses and limit the damage the breach can cause. As well as the physical recovery of equipment, this could involve the use of back-up hardware to restore lost or damaged data or ensuring that staff recognise when someone tries to use stolen data to access accounts
- ▶ which authorities, if relevant, need to be informed

2. Assessment of ongoing risk

The following points will be considered in assessing the ongoing risk of the data breach:

- ▶ what type of data is involved?
- ▶ how sensitive is it?
- ▶ if data has been lost or stolen, are there any protections in place such as encryption?

- ▶ what has happened to the data? If data has been stolen, it could be used for purposes which are harmful to the individuals to whom the data relates; if it has been damaged, this poses a different type and level of risk
- ▶ regardless of what has happened to the data, what could the data tell a third party about the individual?
- ▶ how many individuals' personal data are affected by the breach?
- ▶ who are the individuals whose data has been breached?
- ▶ what harm can come to those individuals?
- ▶ are there wider consequences to consider such as a loss of public confidence in an important service we provide?

3. Notification of breach

Notification will take place to enable individuals who may have been affected to take steps to protect themselves or to allow the appropriate regulatory bodies to perform their functions, provide advice and deal with complaints.

4. Evaluation and response

Once a data breach has been resolved, a full investigation of the incident will take place. This will include:

- ▶ reviewing what data is held and where and how it is stored
- ▶ identifying where risks and weak points in security measures lie (for example, use of portable storage devices or access to public networks)
- ▶ reviewing methods of data sharing and transmission
- ▶ increasing staff awareness of data security and filling gaps through training or tailored advice
- ▶ reviewing contingency plans

Section 5 – Candidate information, audit and protection measures

For the purposes of this policy, all candidates' exam-related information – even that not considered personal or sensitive under the DPA/GDPR – will be handled in line with DPA/GDPR guidelines.

An information audit is annually.

The table below details the type of candidate exams-related information held, and how it is managed, stored and protected

Protection measures may include:

- ▶ password protected area on the centre's intranet
- ▶ secure drive accessible only to selected staff
- ▶ information held in secure area
- ▶ updates undertaken every 12 months (this may include updating antivirus software, firewalls, internet browsers etc.)

Section 6 – Data retention periods

Details of retention periods, the actions taken at the end of the retention period and method of disposal are contained in the centre's [insert e.g. Exams archiving policy] which is available/accessible from [insert who and/or where].

Section 7 – Access to information

(with reference to ICO information <https://ico.org.uk/your-data-matters/schools/exam-results/>)

The GDPR gives individuals the right to see information held about them. This means individuals can request information about them and their exam results, including:

- their mark
- comments written by the examiner
- minutes of any examination appeals panels

This does not however give individuals the right to copies of their answers to exam questions.

Requesting exam information

Requests for exam information can be made to [Rachael Wilson, Examination Officer] by submitting a Subject Access Request. ID will need to be confirmed if a former candidate is unknown to current staff.

The GDPR does not specify an age when a child can request their exam results or request that they aren't published. When a child makes a request, those responsible for responding should take into account whether:

- the child wants their parent (or someone with parental responsibility for them) to be involved; and
- the child properly understands what is involved.

As a general guide, a child of 12 or older is expected to be mature enough to understand the request they are making. A child may, of course, be mature enough at an earlier age or may lack sufficient maturity until a later age, and so requests should be considered on a case by case basis.

A decision will be made by head of centre as to whether the student is mature enough to understand the request they are making, with requests considered on a case by case basis.

Responding to requests

If a request is made for exam information before results have been announced, a request will be responded to:

- within five months of the date of the request, or
- within 40 days from when the results are published (whichever is earlier).

If a request is made once exam results have been published, the individual will receive a response within one month of their request.

Third party access

Permission should be obtained before requesting personal information on another individual from a third-party organisation.

Candidates' personal data will not be shared with a third party unless a FE establishment requires it from SIMs for entry purposes with the permission of the candidate.

In the case of looked-after children or those in care, agreements may already be in place for information to be shared with the relevant authorities (for example, the Local Authority). The centre's Data Protection Officer will confirm the status of these agreements and approve/reject any requests.

Section 8 – Table recording candidate exams-related information held

For details of how to request access to information held, refer to section 7 of this policy (**Access to information**)

For further details of how long information is held, refer to section 6 of this policy (**Data retention periods**)

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Access arrangements information		Candidate name Candidate DOB Gender Data protection notice (candidate signature) Diagnostic testing outcome(s) Specialist report(s) (may also include candidate address) Evidence of normal way of working	Access arrangements online MIS Lockable metal filing cabinet	Secure user name and password [insert] In secure area solely assigned to exams	
Attendance registers copies					
Candidates' work					
Certificates					
Certificate destruction information					
Certificate issue information					
Entry information					

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Exam room incident logs					
Overnight supervision information					
Post-results services: confirmation of candidate consent information					
Post-results services: requests/outcome information					
Post-results services: scripts provided by ATS service					
Post-results services: tracking logs					
Private candidate information					
Resolving clashes information					
Results information					
Seating plans					

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Special consideration information					
Suspected malpractice reports/outcomes					
Transfer of credit information					
Transferred candidate information					
Very late arrival reports/outcomes					

Appendix 4 – Emergency Evacuation Policy (exams)

Key staff involved in the emergency evacuation policy/procedure

Role	Name(s)
Head of Centre	Phillip Walmsley
Exams Officer(s)	Rachael Wilson
SLT member(s)	Claire Cragg/ Paul McDermott
SENCo	Amy Boardwell

Purpose of the policy

This policy details how Burnley High School deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

When is an emergency evacuation required?

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

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

Emergency evacuation of an exam room

Roles and responsibilities

Head of Centre

- ▶ Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation.

Senior Leaders Team

- ▶ Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required.

Special Educational Needs Co-ordinator (SENCo)

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

Exams Officer

- ▶ Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
- ▶ Ensures candidates are briefed (see Burnley High School's 'My Exams – *Candidate Exam Handbook*'), prior to exams taking place, on what will happen in the event of an emergency in the exam room.
- ▶ Provides invigilators with a copy of the emergency evacuation procedures for every exam room.
- ▶ Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds.
- ▶ Provides an exam room incident log in each exam room.
- ▶ Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- ▶ Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate.
- ▶ Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the 'Special Consideration' process.

Invigilators



- ▶ By attending training, ensure they understand what to do in the event of an emergency in the exam room.
- ▶ Follow the actions required in the emergency evacuation procedure issued to them for every exam room.
- ▶ Confirm with the Exams Officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.

Other relevant centre staff

- Support the Senior Leaders Team, SENCo, Exams Officer and invigilators in ensuring the safe emergency evacuation of exam rooms.

Bomb Threats

For guidance in Burnley High Schools bomb threat procedure please see the document overleaf all information taken from: <https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>

Procedures for handling bomb threats

Published 18 July 2016

1. Introduction

The vast majority of bomb threats are hoaxes designed to cause alarm and disruption. As well as the rare instances of valid bomb threats, terrorists may also make hoax bomb threat calls to intimidate the public, businesses and communities, to draw attention to their cause and to mislead police. While many bomb threats involve a person-to-person phone call, an increasing number are sent electronically using email or social media applications.

No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999

It is important that potential recipients - either victims or third-parties used to pass the message - have plans that include how the information is recorded, acted upon and passed to police.

1.1 The bomb threat message

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are rare occurrences. Precise motives for hoaxing are difficult to determine but may include revenge, extortion, a desire to impress, or a combination of these and other less understandable motives. The vast majority of cases are hoaxes and the intent is social engineering, to cause disruption, fear and/or inconvenience the victim.

1.2 Communication of the threat

A bomb threat can be communicated in a number of different ways. The threat is likely to be made in person over the telephone; however, it may also be a recorded message, communicated in written form, delivered face-to-face or, increasingly, sent by email or social media (e.g. Twitter or Instagram, etc.). A threat may be communicated via a third-party, i.e. a person or organisation unrelated to the intended victim and identified only to pass the message.

1.3 Immediate steps if you receive a bomb threat communication

Any member of staff with a direct telephone line, mobile phone, computer or tablet etc., could conceivably receive a bomb threat. Such staff should, therefore, understand the actions required of them as the potential first response to a threat message.

If you receive a telephone threat you should:



- stay calm and listen carefully
- have immediate access to a checklist on key information that should be recorded (see bomb threat checklist - attached)
- if practical, keep the caller talking and alert a colleague to dial 999
- if displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended
- if the threat is a recorded message write down as much detail as possible
- If the threat is received via text message do not reply to, forward or delete the message. Note the number of the sender and follow police advice
- know who to contact in your organisation upon receipt of the threat, e.g. building security/senior manager. They will need to make an assessment of the threat

If the threat is delivered face-to-face:

try to remember as many distinguishing characteristics of the threat-maker as possible

If discovered in a written note, letter or as graffiti:

treat as police evidence and stop other people touching the item

If the threat is received via email or social media application:

do not reply to, forward or delete the message

note the sender's email address or username/user ID for social media applications preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

REMEMBER Dial 999 and follow police advice. Seek advice from the venue security/operations manager as soon as possible

1.4 Assessing the credibility of bomb threats

Evaluating the credibility of a threat is a critical task, particularly if the attack being threatened is imminent. This is a tactic used to place additional pressure on decision makers. Police will assess the threat at the earliest opportunity. When specific intelligence is known to police, advice will be issued accordingly; however, in the absence of detailed information, it will be necessary to consider a number of factors:-

- is the threat part of a series? If so, what has happened elsewhere or previously?
- can the location of the claimed bomb(s) be known with precision? If so, is a bomb visible at the location identified?
- considering the hoaxer's desire to influence behaviour, is there any reason to believe their words?
- if the threat is imprecise, could an external evacuation inadvertently move people closer to the hazard?
- is a suspicious device visible?

1.5 Actions to consider

Responsibility for the initial decision making remains with the management of the location being threatened. Do not delay your decision making process waiting for the arrival of police. Police will assess the credibility of the threat at the earliest opportunity. All bomb threats should be reported to the police and their subsequent advice followed accordingly. It is essential that appropriate plans exist, they should be event and location specific. Venue options to manage the risk include:-

External evacuation

Leaving the venue will be appropriate when directed by police and/or it is reasonable to assume the threat is credible, and when evacuation will move people towards a safer location. It is important to appoint people, familiar with evacuation points and assembly (rendezvous) points, to act as marshals and assist with this procedure. At least two assembly points should be identified in opposing directions, and at least 500 metres from the suspicious item, incident or location. Where possible the assembly point should not be a car park. You may wish to seek specialist advice, which can help to identify suitable assembly points and alternative options as part of your planning. It is essential that evacuation plans exist; they should be event and location specific. Evacuation procedures should also put adequate steps in place to ensure no one else enters the area once an evacuation has been initiated.

The police will establish cordons depending upon the size of an identified suspect device. Always follow police directions and avoid assembly close to a police cordon.

Internal or inwards evacuation ('invacuation')

There are occasions when it is safer to remain inside. Staying in your venue and moving people away from external windows/walls is relevant when it is known that a bomb is not within or immediately adjacent to your building.

If the suspect device is outside your venue, people may be exposed to greater danger if the evacuation route inadvertently takes them past the device. A safer alternative may be the use of internal protected spaces. This type of inwards evacuation needs significant pre-planning and may benefit from expert advice to help identify an internal safe area within your building. These locations should be in your plans.

If the location of the device threatened is unknown, evacuation represents a credible and justifiable course of action.

Decision not to evacuate or inwardly evacuate

This will be reasonable and proportionate if, after an evaluation by the relevant manager(s), the threat is deemed implausible (e.g. a deliberate hoax). In such circumstances police may provide additional advice and guidance relating to other risk management options. It may be considered desirable to ask staff familiar with the venue to check their immediate surroundings to identify anything out of place, see search considerations below.

Checking your venue for suspicious items - Search considerations

Regular searches of your establishment, proportionate to the risks faced, will enhance a good security culture and reduce the risk of a suspicious item being placed or remaining unnoticed for long periods. Additionally, if you receive a bomb threat and depending upon how credible it is, you may decide to conduct a 'search' for suspicious items. To that end:

- Ensure plans are in place to carry out an effective search in response to a bomb threat
- identify who in your venue will coordinate and take responsibility for conducting searches
- initiate a search by messaging over a public address system (coded messages avoid unnecessary disruption and alarm), by text message, personal radio or by telephone cascade
- divide your venue into areas of a manageable size for 1 or 2 searchers. Ideally staff should follow a search plan and search in pairs to ensure nothing is missed
- ensure those conducting searches are familiar with their areas of responsibility. Those who regularly work in an area are best placed to spot unusual or suspicious items
- focus on areas that are open to the public; enclosed areas (e.g. cloakrooms, stairs, corridors, lifts etc.) evacuation routes and assembly points, car parks, other external areas such as goods or loading bays
- develop appropriate techniques for staff to be able to routinely search public areas without alarming any visitors or customers present
- under no circumstances should any suspicious item be touched or moved in any way. Immediately start evacuation and dial 999
- ensure all visitors know who to report a suspicious item to and have the confidence to report suspicious behaviour

Remember: it is vital that regular drills are carried out to ensure all are familiar with bomb threat procedures, routes and rendezvous points. Disabled staff should have personal evacuation plans and be individually briefed on their evacuation procedures. Similarly all visitors should be briefed on evacuation procedures and quickly identified and assisted in the event of a threat.

Familiarising through testing and exercising will increase the likelihood of an effective response to an evacuation and aid the decision making process when not to evacuate/invacuate.

1.6 Media and communication

Avoid revealing details about specific incidents to the media or through social media without prior consultation with police. Do not provide details of the threat, the decision making process relating to evacuation (internal or external) or why a decision not to evacuate was taken.

Releasing details of the circumstances may:

- be an objective of the hoaxer and provide them with a perceived credibility
- cause unnecessary alarm to others
- be used by those planning to target other venues
- elicit copycat incidents
- adversely affect the subsequent police investigation

For further information visit www.nactso.gov.uk or www.cpni.gov.uk



Appendix 5 – Internal Appeals Procedure

Key staff involved in internal appeals procedures

Role	Name(s)
Head of Centre	Phillip Walmsley
SLT members	Claire Cragg
Examinations Officer(s)	Rachael Wilson

1. Appeals against internal assessment decisions (centre-assessed marks)

Certain GCSE, GCE and other qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Burnley High School and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation

Burnley High School is committed to ensuring that, whenever its staff mark candidates' controlled assessment/coursework, this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Burnley High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking. If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

Burnley High 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 will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
3. inform candidates that they may request copies of materials (for example, as a minimum, a copy their marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
4. having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as art work and recordings, inform the candidate that these will be shared under supervised conditions) within [X calendar days]
5. inform candidates they will not be allowed access to original assessment material unless supervised
6. provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be

7. 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 in writing within [X calendar days] of receiving copies of the requested materials [insert your centre's process, for example – by completing the **internal appeals form**]
8. allow [X 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
9. 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
10. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
11. 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 who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request.

The awarding body will be informed if the centre does not accept the outcome of a review.

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.

This procedure confirms Burnley High School compliance with JCQ's *General Regulations for Approved Centres 2018-2019, section 5.8* that the Centre has in place.

2. External assessments and qualifications

Enquiries about results (EARs) from the June 2020 examination series have to be submitted to BHS 5 calendar days before the boards published submission deadline date for ERAs.

Pupils should be aware that EARs can result in the marks/grades being raised, confirmed or lowered. Any pupil who wants to query a mark/grade awarded by an awarding body should adhere to the following procedure:

1. Contact the examinations officer (Mrs Nicholas) as soon as possible in person to discuss the mark/grade. The examinations officer will advise on the options available to query the mark/grade and any costs involved in doing so.
2. Pupils must sign a consent form to confirm that they understand the consequences of an EAR; these forms will be issued by the examinations officer. Consent forms must be returned before an EAR can be valid.
3. The subject teacher will review the pupil's grades and discuss them with the head of department to agree on the appropriate action, taking into account the breakdown of marks, the grade boundaries and the pupil's predicted grades.
4. If the EAR is supported, then the department will make a request, together with the pupil's consent form, to the examinations officer before the deadline for EARs. The cost of the enquiry will be met by the Burnley High School unless we do not support the ERA. If the EAR is successful, the fee will be refunded.
5. If the department does not agree to support the EAR, a pupil may appeal against the decision not to support an EAR.

3. 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 Burnley High School compliance with JCQ's General Regulations for Approved Centres 2020-2021 (section 5.13) that the centre will:

"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. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the Examinations Officer. The service, enquiries about results (**EARs**), may be requested by centre staff or candidates (or their parents/carers). If a query is raised about a particular examination result, the Examinations Officer, teaching staff and Headteacher will investigate the feasibility of requesting an enquiry at the Centre's expense. When the Centre does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf. If the candidate (or their parent/carer) believes there are grounds to appeal against the Centre's decision not to support an enquiry, an appeal can be submitted to the centre using the internal appeals form at least one week prior to the internal deadline for submitting an EAR.

EARs 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 an EAR 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, teaching staff and head of centre will investigate the feasibility of requesting an enquiry supported by the centre.

Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate EAR 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/carers) believes there are grounds to appeal against the centre's decision not to support an enquiry, an internal appeal can be submitted to the centre by completing the **internal appeals form** at least 10 calendar days prior to the internal deadline for submitting an EAR.

The appellant will be informed of the outcome of his/her appeal 5 working days before the internal deadline for submitting an EAR.

Following the EAR 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 EAR outcome, but the candidate (or his/her parent/carers) 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** should be completed and submitted to the centre **within 10 calendar days** of the notification of the outcome of the EAR. 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 enquiry about 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 Examinations 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.

Internal appeals form

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

- ☐ Appeal against an internal assessment decision and/or request for a review of marking
- ☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Name of appellant		Candidate name if different to appellant	
Awarding body		Exam paper code	
Qualification Type Subject		Exam paper title	
Please state the grounds for your appeal below			
<p>(If applicable, tick below)</p> <p><input type="checkbox"/> Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking</p> <p><i>If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed</i></p>			
Appellant signature:		Date of signature:	

This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure

Complaints and appeals log

On receipt, all complaints/appeals are assigned a reference number and logged. Outcome and outcome date are also recorded.

The outcome of any 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 logged as an appeal, so information can be easily made available to an awarding body upon request. The awarding body will be informed if the centre does not accept the outcome of a review – this will be noted on this log.]

[illegible]

Request for Re-mark

If the Exams Office makes an enquiry about the result of one of your examinations after your subject grade has been issued, there are three possible outcomes:

- Your original mark is confirmed as correct, and there is no change to your grade.
- Your original mark is raised so that your final grade may be higher than the original grade you received.
- Your original mark is lowered so that your final grade may be lower than the original grade you received.

In order to proceed with the review you must read and sign below. This confirms you have understood what the outcome might be, and that you give your consent to the re-mark.

Candidate Consent Form: Burnley High School Centre number 47324

Name:	
Candidate No:	
Address:	
Subject: One form per subject	
No marks from the next grade:	
Unit Code:	

I give my consent to the Head of my department Examination Centre to make an enquiry about the result of the examinations(s) listed above.

Candidate:

Date Rec'd:

Date Processed:

Date:

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 – 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>
- GCE qualification-level conditions and requirements <https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>

Appendix 6 – Non-examination Assessment policy

Key staff involved in the conduct of non-examination assessments

Role	Name(s)
Head of Centre	Phillip Walmsley
SLT Member(s)	Claire Cragg
SENCo	Amy Boardwell
Quality Assurance (QA) Lead/Lead Internal Verifier	Claire Cragg
Exams Officer(s)	Rachael Wilson

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Management of issues and potential risks associated with non-examination assessments	

What does this policy affect?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

Purpose of the policy

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

- ▶ *Cover procedures for planning and managing non-examination assessments.*
- ▶ *Define staff roles and responsibilities with respect to non-examination assessments.*
- ▶ *Manage risks associated with non-examination assessments.*

[[NEA 1](#)]

What are non-examination assessments?

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

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- *Task setting.*
- *Task taking;*
- *Task marking.”*

[[NEA 1](#)]

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

The basic principles

Head of Centre

- Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of [NEA](#)
- ▶ Ensures that the centre’s *non-examination assessment policy* is fit for purpose.
- ▶ Ensures the centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre’s marking.

Senior Leaders Team

- ▶ Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions.
- ▶ Ensure the Centre-wide calendar records assessment schedules by the start of the academic year.

Line managers for heads of department

Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates.

- ▶ Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- ▶ Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers.
- ▶ Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates.
- ▶ Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Departmental Head

- ▶ Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
- ▶ Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements).
- ▶ Works with the QA Lead/Lead Internal Verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.

Subject Teacher

- ▶ Understands and complies with the general instructions as detailed in [NEA](#).
- ▶ Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- ▶ Marks internally assessed work to the criteria provided by the awarding body
- ▶ Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries.

Exams Officer(s)

- ▶ Signpost(s) the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant centre staff.
- ▶ Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

Task setting

Subject Teacher

- ▶ Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.
- ▶ Makes candidates aware of the criteria used to assess their work.

Issuing of tasks

Subject Teacher

- ▶ Determines when set tasks are issued by the awarding body.
- ▶ Identifies date(s) when tasks should be taken by candidates.
- ▶ Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
- ▶ Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Task taking

Supervision

Subject Teacher

- ▶ Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
- ▶ Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- ▶ Ensures there is sufficient supervision to ensure the work a candidate submits is their own.
- ▶ Where candidates may work in groups, keeps a record of each candidate's contribution.
- ▶ Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#).
- ▶ Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*.

Advice and feedback

Subject Teacher

- ▶ As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- ▶ When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates.

- ▶ Allow candidates to revise and re-draft work after advice has been given at a general level.
- ▶ Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner.
- ▶ Ensures when work has been assessed, candidates are not allowed to revise it.

Resources

Subject Teacher

- ▶ Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks.
- ▶ Ensures conditions for any formally supervised sessions are known and put in place.
- ▶ Ensures conditions for any formally supervised sessions are understood and followed by candidates.
- ▶ Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- ▶ Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject Teacher

- ▶ Refers to the awarding body's specification to determine where word and time limits apply/are mandatory.

Collaboration and group work

Subject Teacher

- ▶ Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- ▶ Ensures that it is possible to attribute assessable outcomes to individual candidates
- ▶ Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- ▶ Assesses the work of each candidate individually

Authentication procedures

Subject Teacher

- ▶ Where required by the awarding body's specification:
 - ▶ Ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.

- ▶ Signs the teacher declaration of authentication confirming the requirements have been met.
- ▶ Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- ▶ Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- ▶ Where there may be doubt about the authenticity of the work of a candidate, or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the Exams Officer(s).

Presentation of work

Subject Teacher

- ▶ Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution.
- ▶ Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions.
- ▶ Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work.

Keeping materials secure

Subject Teacher

- ▶ When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).
- ▶ When work is submitted by candidates for final assessment, ensures work is securely stored.
- ▶ Follows secure storage instructions as defined in [NEA 4.8](#).
- ▶ Takes sensible precautions when work is taken home for marking.
- ▶ Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the Centre
- ▶ Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.
- ▶ Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Manager

- ▶ Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

Conduct of externally assessed work

Subject Teacher

- ▶ Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- ▶ Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

Exams Officer(s)

- ▶ Arrange(s) timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification.
- ▶ Conduct(s) the externally assessed component within the window specified by the awarding body.
- ▶ Conduct(s) the externally assessed component according to the JCQ publication *Instructions for conducting examinations*.

Submission of work

Subject Teacher

- ▶ Provides the attendance register to a Visiting Examiner.

Exams Officer(s)

- ▶ Provides the attendance register to the Subject Teacher where the component may be assessed by a Visiting Examiner.
- ▶ Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent.
- ▶ Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.
- ▶ Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- ▶ Packages the work as required by the awarding body and attaches the examiner address label.
- ▶ Despatches the work to the awarding body's instructions by the required deadline.

Task marking – internally assessed components

Marking and annotation

Head of centre

- Ensures where a teacher is teaching, preparing and assessing a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

Subject head/lead

- ▶ Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Consortium arrangements

Subject head/lead

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- If the consortium lead, liaises with the exams officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre-assessed work for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject teacher

- ▶ Provides marks to the exams officer to the internal deadline
- ▶ Provides the moderation sample to the exams officer to the internal deadline
- ▶ Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams officer

- ▶ Where the centre is the consortium lead
 - submits an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected
 - submits marks for home centre candidates to the awarding body deadline
 - liaises with the other exams officers in the consortium to arrange despatch of a single moderation sample to the awarding body deadline

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

Exams officer

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- ▶ Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- ▶ Through the subject teacher, submits any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings

Exams officer

- ▶ Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation – the process

Subject teacher

- ▶ Ensures that awarding body or its moderator receive the correct samples of candidates' work
- ▶ Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- ▶ Complies with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation – feedback

Subject head/lead

- ▶ Checks the final moderated marks when issued to the centre when the results are published
- ▶ Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series

Exams officer

- ▶ Accesses or signposts moderator reports to relevant staff
- ▶ Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject Teacher

- ▶ Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments.

Special Educational Needs Co-ordinator (SENCo)

- ▶ Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#).
- ▶ Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- ▶ Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- ▶ Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- ▶ Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

Special consideration

Subject Teacher

- ▶ Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate:-
 - ▶ is absent;
 - ▶ produces a reduced quantity of work; and/or,
 - ▶ work has been lost.
- ▶ Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments.

Exams Officer(s)

- ▶ Refer(s) to/directs relevant staff to the JCQ publication [*A guide to the special consideration process*](#).
- ▶ Where a candidate is eligible, submit(s) an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.
- ▶ Where application for special consideration via the awarding body's secure extranet site is not applicable, submit(s) the required form to the awarding body to the prescribed timescale.
- ▶ Keep(s) required evidence on file to support the application.

Malpractice

Head of Centre

- ▶ Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff.
- ▶ Is familiar with the JCQ publication [*Suspected Malpractice in Examinations and Assessments: Policies and Procedures*](#).
- ▶ Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Subject Teacher

- ▶ Is aware of the JCQ [*Notice to Centres - Teachers sharing assessment material and candidates' work*](#).
- ▶ Ensures candidates understand the JCQ document [*Information for candidates - non-examination assessments*](#).
- ▶ Ensures candidates understand the JCQ document [*Information for candidates - Social Media*](#).
- ▶ Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre.

Exams Officer(s)

- ▶ Signpost(s) the JCQ publication [*Suspected Malpractice in Examinations and Assessments: Policies and Procedures*](#) to the Head of Centre.
- ▶ Signposts the JCQ [*Notice to Centres - Teachers sharing assessment material and candidates' work*](#) to Departmental Heads.
- ▶ Signpost(s) candidates to the relevant JCQ information for candidates documents
- ▶ Where required, support(s) the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice.

Enquiries about results

Head of Centre

- ▶ Ensures the Centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal.

Departmental Head

- ▶ Provides relevant support to subject teachers making decisions about enquiries about results.

Subject Teacher

- ▶ Provides advice and guidance to candidates on their results and the post-results services available.
- ▶ Provides the Exams Officer(s) with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline.

Exams Officer(s)

- ▶ Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [*Post Results Services \(Information and guidance to centres...\)*](#).
- ▶ Provide(s)/signpost(s) relevant centre staff and candidates to post-results services information.
- ▶ Ensure(s) any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline.

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of Centre

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities.
- ▶ Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement.
- Ensures relevant Centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

Departmental Head

- ▶ Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*.
- ▶ Undertakes training provided by the awarding body on the implementation of the practical endorsement.

- ▶ Disseminates information to subject teachers ensuring the standards can be applied appropriately.
- ▶ Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

Subject Teacher

- ▶ Ensures all the requirements in relation to the endorsement are known and understood.
- ▶ Ensures the required arrangements for practical activities are in place.
- ▶ Provides all the required centre records.
- ▶ Ensures candidates provide the required records.
- ▶ Provides any required information to the subject lead regarding the monitoring visit.
- ▶ Assesses candidates using Common Practical Assessment Criteria (CPAC).
- ▶ Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment.
- ▶ Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome.

Exams Officer(s)

- ▶ Follow(s) the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment.

Spoken Language Endorsement for GCSE English Language specifications designed for use in England**Head of Centre**

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality Assurance (QA) Lead/Lead Internal Verifier

- ▶ Ensures the appropriate arrangements are in place for internal standardisation of assessments

Departmental Head

- ▶ Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*.
- ▶ Ensures the required task setting and task taking instructions are followed by subject teachers.
- ▶ Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria.
- ▶ Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.

Subject Teacher

- ▶ Ensures all the requirements in relation to the endorsement are known and understood.
- ▶ Follows the required task setting and task taking instructions.
- ▶ Assesses candidates, either live or from recordings, using the common assessment criteria.
- ▶ Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.
- ▶ Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings.

Exams Officer(s)

- ▶ Follow(s) the awarding body's instructions for the submission of grades and the storage and submission of recordings.



Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i>	IT Manager/ Exams Officer(s)[EO]
Centre-set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc.</i> <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i> <i>Samples assessment criteria in the centre set task</i>	Departmental Head [AHPO]/EO
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i> <i>Records confirm all candidates understand the marking criteria</i> <i>Candidates confirm/record they understand the marking criteria</i>	AHPO/Subject Teacher [ST]
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	Senior Leaders' Team [SLT]/ AHPO
Issuing of tasks		
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i> <i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i> <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	SLT/ AHPO/EO
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	AHPO/ST/EO
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	AHPO/ST/EO
Task taking		SLT/AHPO
Supervision		
Planned assessments clash with other centre or candidate activities		
<i>Assessment plan identified for the start of the course</i> <i>Assessment dates/periods included in centre wide calendar</i>		
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	Assistant Headteacher/ HD/EO
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments</i>	Assistant Headteacher/ HD/EO

	<i>and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i> <i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	SLT/HD/EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SLT/HD/EO
Advice and feedback		SLT/HD/EO
<p>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</p> <p><i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>		
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given during the task-taking stage</i>	SLT/HD/EO/ST
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i> <i>Records as detailed above are provided to confirm all assistance given</i> <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	SLT/HD
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	SLT/EO
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	HD/ST
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	HD/ST

Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	ST
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	EO
Resources		Pastoral Manager [PM]/HD/EO
<p>A candidate augments notes and resources between formally supervised sessions</p> <p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i></p>		
A candidate fails to acknowledge sources on work that is submitted for assessment	<p><i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	HD/ST
Word and time limits		HD/ST
<p>A candidate is penalised by the awarding body for exceeding word or time limits</p> <p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>		
Collaboration and group work		HD/ST
<p>Candidates have worked in groups where the awarding body specification states this is not permitted</p> <p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i></p>		
Authentication procedures		HD/ST
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p> <p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment</i></p>		

<i>A mark of zero is recorded and submitted to the awarding body</i>		
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	HD/ST/EO
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	HD/ST/EO
Presentation of work		SLT/EO
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment		
<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>		
Keeping materials secure		HD/ST
Candidates work between formal supervised sessions is not securely stored		
<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>		
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	HD
Task marking – externally assessed components		SLT/HD/ST/EO
A candidate is absent on the day of the examiner visit for an acceptable reason		
<i>Awarding body guidance is sought to determine if alternative assessment If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate arrangements can be made for the candidate</i>		
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	HD/ST/EO
Task marking – internally assessed components		HD/ST/EO
<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>		
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	HD/ST/EO

The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work</i>	HD/EO
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	HD/EO
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	SLT/HD/EO
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	SLT/EO
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	HD/EO
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	SLT/EO
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	SLT/HD/EO
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	HD/ST/EO
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	SLT/HD/EO
		SLT

Appendix 7 – Special Consideration policy

Key staff involved in the special consideration process

Role	Name(s)
Head of Centre	Phillip Walmsley
SENCo	Amy Boardwell
Exams Officer(s)	Rachael Wilson
SLT member(s)	Phillip Walmsley/Claire Cragg/Paul McDermott

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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 [insert centre name] agrees to *“submit any applications for special consideration where candidates meet the published criteria.”*

[JCQ [General regulations for approved centres](#) section 5.10]

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 regarding Special Consideration (SC)
- ▶ Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the Exams Officer.

Exams Officer(s)

- ▶ Understand(s) the criteria as detailed in [SC](#) to determine where candidates will/will not be eligible for special consideration
- ▶ Ensure(s) 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.”* [\[SC 2\]](#)

The following list details possible scenarios where special consideration may or may not be considered. However this list is not exhaustive: -

- ▶ 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
1. 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.
 2. 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 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.
 3. 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 and applied for where eligible. This might include, for example:-

- ▶ other certification
- ▶ coursework/non-examination assessment extensions
- ▶ shortfall in work (coursework/non-examination assessment)

- ▶ lost or damaged work (non-examination assessment components)
- ▶ 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 JCQ 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 that all eligible applications will be supported by signed evidence produced by a member of the senior leadership

Senior leadership team

- ▶ Produce signed evidence in support of all eligible applications

Exams officer

- Understands that special consideration must be applied for at the time of the assessment
- Understands that special consideration cannot be applied in a cumulative fashion and that where a candidate may be affected by different indispositions, **special consideration should only be applied for the most serious indisposition**
- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support all applications on file until after the publication of results and provides the signed evidence provided by a member of the senior leadership to support an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

Teaching staff and/or ALS lead/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
- ▶ Will be informed that all cases must be dealt with by the centre
- ▶ .

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 [by JCQ](#)

[Evidence to support applications will be kept on file until after the publication of results.](#)

Timetabled written exams

- ▶ For 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 by JCQ will be followed.
- ▶ For other qualifications, applications are submitted online where the awarding body's secure system accepts these.
- ▶ The paper [form 10](#) 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](#) 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, the awarding body will be contacted directly
- 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 8 – Word processor policy (exams)

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENCo	Amy Boardwell
Exams Officer	Rachael Wilson
SLT member(s)	Phillip Walmsley/Claire Cragg
IT Technician	Andrew Scott

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Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations](#).

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2018-2019* and ICE to JCQ *Instructions for conducting examinations 2018-2019*.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for using a word processor

Burnley High School complies with AA Chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

- ▶ 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. ALS leads/SENCOs must consider the need for access arrangements on a subject-by-subject basis.
- ▶ (AA 4.2.1)
- ▶ The Additional Learning Support lead/SENCO must ensure that the proposed access arrangement does not disadvantage or advantage a candidate.
- ▶ (AA 4.2.7)
- ▶ The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination.
- ▶ .

The only exceptions to the above is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

Burnley High School complies with AA Chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

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

(AA 5.8.2)

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

(AA 5.8.3)

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

(AA 5.8.4)

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



Word processors and their programmes

Burnley High School complies with ICE *Word processors* instructions by ensuring:

- ▶ Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable.
- ▶ Word processors have been cleared of any previously stored data, as must any portable storage medium used.
- ▶ An unauthorised memory stick is not permitted for use by a candidate.
- ▶ Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- ▶ Word processors are in good working order at the time of the examination.
- ▶ Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- ▶ Where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- ▶ Word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- ▶ Documents are printed after the examination is over.
- ▶ Candidates are present to verify that the work printed is their own.
- ▶ Word processed scripts are inserted in/attached to any answer booklet which contains some of the answers.
- ▶ Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- ▶ Word processors are not used to perform skills which are being assessed.
- ▶ Word processors are not connected to an intranet or any other means of communication.
- ▶ Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor.
- ▶ Graphic packages or computer-aided design software is not included on a word processor unless permission has been given to use these.
- ▶ Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- ▶ Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software. Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Laptops and tablets

Burnley High School further complies with ICE instructions by ensuring:

- ▶ Tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing.'
- ▶ The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- ▶ Candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points.
- ▶ Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- ▶ Candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script. Candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- ▶ Candidates are instructed to appropriately number each page.
- ▶ Candidates are instructed to use a minimum 12pt font and double spacing.
- ▶ Invigilators remind candidates to save their work at regular intervals.
- ▶ Where it is possible 'autosave' is set up on each laptop/tablet.
- ▶ Candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

Accommodating word processors in examinations

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

- Where possible, students using word processors will be housed in the main examination hall at the rear of the room so that they cannot be overlooked by other candidates or provide a distraction to others.

Invigilation arrangements relating to the use of word processors include the following:

- ▶ When housed within the main examination hall, invigilators will be made aware of students using word processors and will be instructed on the processes involved. ICT technicians will be available to assist at the end of the exam to ensure scripts are printed off correctly with students still present to hand over to the Lead Invigilator to send off to the relevant exam board with the whole cohort of completed papers.
- ▶ When housed within a separate examination room from the main cohort, the invigilator will be informed of the processes involved. ICT technicians will be able to assist at the end of the exam to ensure scripts are printed off correctly with students still present to hand

over to the Lead Invigilator to send off to the relevant exam board with the cohort's completed papers.

Other arrangements relating to the use of word processors include:

- ▶ A JCQ Form 4 will be handed over to the invigilator at the beginning of each examination for individual students using a word processor

Security for word processors in examinations

- ▶ There are exam specific 'log ins' for students to use (i.e. Exam1) which limit the software available to Word only, and does not allow internet or network access. Spell check is only available where students have met the published criteria for a scribe. Students will be allocated an exams login and password for the exam season.
- ▶ The work can only be saved onto USBs. The work is printed out with the student present to ensure that the work is there work. Once printed the work is deleted from the USB.

