



Icknield Community College

EXAM POLICY



Icknield Community College

Author: Exams Officer

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Signed:

(Chair of Governing Body)

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Exam Policy

The policy purpose

The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.
- To ensure all centre exams policies and processes are fully documented so that candidates, staff and parents/carers have clear procedures to follow and understand the exam process.

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

The exam and BTEC policy (appendix L) will be reviewed annually and updated to reflect the regulations of JCQ and awarding body regulations including Pearson BTEC ICE (ICEA), guidance and instructions.

The exam policy will be reviewed by the Head of Centre, Leadership Team, and Governors.

Exam responsibilities

Having overall responsibility for the school as an exam centre, the Head of Centre:

- Follows all JCQ and Pearson BTEC ICE exam regulations and make an annual formal declaration to this effect to the National Centre Number Register.
- Ensures that internal examination and assessment procedures are in place for example appeals and re-marks and other relevant policies are reviewed annually.
- Is responsible for reporting all alleged, suspected or actual incidents of malpractice or maladministration before, during or after examination/assessments and investigate and report immediately to the awarding body, by completing the appropriate documentation. See JCQ document– 'Suspected malpractice in Examinations and Assessments'. Co-operates with the JCQ inspection service, an awarding body or a regulatory authority when subject to an inspection, investigation or unannounced visit and takes all reasonable steps to comply with all requests for information and documentation made by an awarding body or regulatory authority as soon as is practical.
- Ensures that the assessor of access arrangements holds the appropriate qualification.

Exams Officer:

Manages the administration of public and internal exams.

- Understands the contents of the annually updated JCQ and Pearson publications and ensures the distribution of electronic copies of JCQ booklets – see Appendix A.



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- Advises the Head of Centre, Leadership Team, Heads of Faculty, Heads of Department, subject teachers and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- Oversees the production and distribution to Head of Centre, Leadership Team, Heads of Faculty, Heads of Department, subject teachers, other relevant support staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents/carers are informed of those aspects of the exam timetable that will affect them and post result enquires and fees
- Consults with teaching staff to ensure that necessary coursework/assessment is completed on time and in accordance with JCQ regulations.
- Receives, checks and stores securely all exam papers and completed scripts
- Administers access arrangements with Head of Student Services/SENDCo and makes applications for special consideration using the JCQ and Pearson publication Access Arrangements, Reasonable Adjustments and Special Consideration /18/19.
- Identifies and manages exam timetable clashes in conjunction with the assistant head teacher.
- Accounts for income and expenditures relating to all exam costs/charges
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Ensures the appropriate steps are taken where a candidate is entered for exams is related to a member of centre staff. (see Appendix K)
- Supports teaching staff to submit candidates' non-exam assessment marks (in accordance with the Exam Board regulations), tracks despatch and oversees the storage of non-exam assessment and any other material required by the appropriate awarding bodies correctly and on schedule.
- In conjunction with Head of Student Services/SENDCo and Senior and Data Assessment Manager allocate rooms for access students.
- Accompanies JCQ inspector during annual inspection.
- Administers exams in accordance to JCQ and awarding bodies instructions including exam room arrangements, briefing invigilators, attendance registers, seating plans, updates and erratum notices. Ensures no security breaches occur at any time during the exam period and processes appropriate special considerations to awarding bodies to the external deadline.
- In conjunction with Attendance Manager ensure absent or late candidates are chased. Persistent absence and lateness will be escalated to the leadership team.
- Dispatches and tracks scripts in accordance with JCQ and awarding bodies
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Head of Centre, Leadership Team, any appeals/review of marking requests.
- Keeps records as required by JCQ and awarding bodies and follows centres archiving policy (see appendix G).

Assistant Headteacher is responsible for:

- Managing external validation of courses followed at key stage 4.
- Being familiar with JCQ regulations.



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- Ensures centre follows GDPR and Data Protection Act 2018.
- Contingency planning.
- Supporting Exams Officer with supervision of clash candidates.
- Together with senior leaders, support invigilators with student behaviour during exams and emergency evacuations, whilst ensuring the integrity of the exam . (See appendix E and F).
- Ensuring that senior members of staff are accessible to candidates after the publication of provisional results to discuss results and any submission of enquires.
- In conjunction with Exams Officer provides relevant review of exam processes and procedures and implement any identified improvements.

Heads of Faculty and Heads of Departments are responsible for:

- Informing all members of their department of exam and post examination arrangements and deadlines.
- Notification of access arrangement requirements (as soon as possible after the start of the course) to the Head of Student Services/SENDCo.
- Submission of candidates' names to Exams Office to meet all internal and entry deadlines.
- Being familiar with and adhering to Instructions for conducting NEA booklet /18/19
- Ensuring completion/submission of coursework/ and non-exam assessment marks in accordance with JCQ regulations.
- Ensure teaching staff keep themselves updated with awarding body teacher specific information to confirm effective delivery of qualifications.

The Head of Student Services/SENDCo is responsible for: (also see Access Arrangements)

- Being familiar with the contents of Access Arrangements, Reasonable Adjustments and Special Consideration booklet.
- Liaising with teaching staff to ensure there is up to date identification and testing of all candidates on the SEN register so that requirements for access arrangements are completed to meet Exam Board deadlines.
- Support Exams Officer in applying for access arrangements for identified students and keeps all relevant papers (including data protection notices) for JCQ inspection.
- Liaison with Exams Officer with regard to the provision for students with separate invigilation arrangements due to medical issues or anxiety and those in need of support with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, plus any student requiring English speakers of other languages or IT equipment (in liaison with the Network Manager).
- Ensure that staff appointed to facilitate access arrangements are fully trained and understand the rules of that particular arrangement.

Exams Officer and Invigilators are responsible for:

- Being familiar with the contents of instructions for conducting examinations and following JCQ and BTEC ICE (ICEA) regulations and attend all training session.
- The effective and efficient conduct of the exams eg collection of exam papers and other material from the exams office before the start of the exam and the collection of all exam papers in the correct order at the end of the exam and their return to the Exams Office.



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- Emergency evacuation of students, whilst ensuring the integrity of the exam . (See appendix E and F).
Displaying all JCQ notices/warnings to candidates.
- Reception staff.
- Supports the Exams Officer in dealing with exam related deliveries and dispatches with due regard to the security of confidential materials.

Senior Data and Assessment Officer:

- Provides timely analysis of results to relevant parties including senior leaders, heads of departments and governors.
- Provides results information to external organisations where required and undertakes the key stage 4 performance tables September checking exercise.

Candidates are responsible for:

- Understanding non exam assessment regulations and signing a declaration that authenticates the non-exam assessment as their own..
- Reading notices/warning to candidates and following JCQ and BTEC ICE (ICEA) instructions.

Parents/carers are responsible for:

- Checking with their child to see that the correct exam entries are made.
- Ensuring their child attends exams as detailed on their exam timetable.
- Familiarising themselves with the Exams handbook.

Qualifications

Qualifications offered

The qualifications offered at this centre are decided by the Head of Centre and the Leadership Team in conjunction with Heads of Faculty and Heads of Department.

The qualifications offered are GCSE and a limited number of level 2 qualifications.

No changes of syllabus are to be made once the academic year has started without consultation with the Head of Centre and Exams Office.

Informing the Exams Office of changes to a syllabus is the responsibility of the Heads of Faculty and Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents/carers, Head of Student Services, subject teachers, Head of Department, Head of Faculty, Leadership Team or Head of Centre.



Exam Series and Timetables

Exam seasons

Internal exams and assessments are scheduled throughout the year. There is an internal assessment appeals process in place for reviews of marking. (see appendix J) . Teaching staff are made familiar with the JCQ requirements by the Exams Officer.

External exams and assessments are scheduled throughout the year, according to Examination Board's timetable.

Mock examinations and internal exams are held under external exam conditions.

The Head of Centre, Leadership Team and Heads of Faculty decide which exam series are used in the centre.

Timetable

Once confirmed, the Exams Office will circulate the exam timetable for internal exams and external exams.

Entries, entry details and late entries

Candidates are selected for their exam entries by the Head of Centre, Leadership Team, Heads of Faculty and Heads of Department.

Candidates or parents/carers can request a subject entry, change of level or withdrawal. The final decision will be taken by the Head of Centre.

The centre does not act as an exam centre for other external organisations.

Entry deadlines are circulated to Heads of Faculty/Department via the staff bulletin, briefing meetings and internal post/pigeon holes.

Late entries are authorised by Head of Centre, Leadership Team and Exams Officer.

Exam fees

Candidates or Departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

Exam fees are paid by the Centre.

Late entry or amendment fees are usually paid by the Departments, if deadlines are missed.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework/NEA



requirements without medical evidence or evidence of other mitigating circumstances. The final decision will be taken by the Head of Centre.

Equality Act

All exam centre staff must ensure that the requirements of the Equality Act 2010 are met.

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

Access arrangements

The Head of Student Services/SENDCo will inform the Exams Office of candidates with special educational/disabilities needs. The Head of Student Services/SENDCo will also inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam. The Head of Student Services/SENDCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in their exam.

Up to date lists of candidates with access arrangements are to be circulated via staff bulletin by the SENDCo department and updated as and when in the staff handbook.

A candidate's access arrangements requirement is determined by the Head of Student Services/SENDCo and Educational Psychologist/specialist teacher.

Making access arrangements for candidates to take exams is the responsibility of the Head of Student Services/SENDCo.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Head of Student Services/SENDCo with support from the Exams Office.

Rooming for access arrangement candidates will be arranged by the Head of Student Services/SENDCo with the help of the Exams Office and Senior Data and Assessment Manager. Students will be informed by the Student Services Administrator of their exam rooms.

Invigilation and support for access arrangement candidates will be organised by the Head of Student Services/SENDCo with the help of the Exams Office.

See the Procedure for the Management of Exam Access Arrangements for full details (See appendix H).

Contingency planning

Contingency planning for exam administration is the responsibility of the Exams Manager and Assistant Headteacher – (see Appendix B).



Managing invigilators

Support staff and external staff are used to invigilate examinations.

These invigilators will be used for internal exams and external exams.

Recruitment of invigilators is the responsibility of the Exams Officer.

Invigilators are trained, timetabled and briefed by the Exams Office.

Invigilators rates of pay are set by the Head of Centre and Leadership Team.

Exam days

The JCQ and Pearson BTEC ICE (ICEA) regulations are to be followed throughout all exams and it is the responsibility of all staff to be familiar with them.

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

The Site Manager is responsible for setting up the allocated rooms.

The Exams Manager/lead invigilator will start all exams in accordance with JCQ regulations.

A member of the Leadership Team will be present in the exam hall for all external exams.

A member of the Leadership Team may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted.

In practical exams, subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room. Papers will be distributed to Heads of Department in accordance with JCQ and Pearson BTEC ICE (ICEA) regulations.

Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times in accordance with JCQ and Pearson BTEC ICE (ICEA) regulations.

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

Disruptive candidates are dealt with in accordance with JCQ and Pearson BTEC ICE (ICEA) regulations, by a member of the Leadership Team. Candidates are expected to stay for the full exam time at the discretion of the Exams Office or lead invigilator.



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For exams, longer than one hour candidates may leave the exam early only at the discretion of the Exams Officer/Senior Leader, but no sooner than one hour after the published starting time. They will not be allowed to return. For exams less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination.

The Exams Office, supported by senior staff, is responsible for handling late or absent candidates on exam day.

For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Office and Assistant Headteacher.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Office, or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

The Exams Office will apply for special consideration to the relevant awarding body within seven days of the exam.

Candidates and their parents/carers receive detailed information regarding the exam process via the exam handbook. (See Appendix I) which is published on the school website.

Non-Examination Assessment

Internal assessment covers controlled assessments, portfolios and projects produced by candidates, marked by teachers and submitted to an Awarding Body for moderation.

Outlining Staff Responsibilities – GCSE Non-Examination Assessment

Leadership Team

- Accountable for the safe and secure conduct of non-exam and assessments. Ensure assessments comply with JCQ and Pearson BTEC ICE (ICEA) guidelines and awarding bodies' subject-specific instructions (Appendix L).
- Ensure that the 'GCSE Non-Examination Assessment - Risk Assessment' is updated and actioned if necessary via the appropriate members of staff (see Appendix C).
- At the start of the academic year, begin coordinating with Heads of Department/Faculty to schedule non-examination assessments. (It is advisable that these assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/problems over the timing or operation non-examination assessments.
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events.



- Create, publish and update an internal appeals policy for NEA.

Heads of Department/Faculty

- Decide on the Awarding Body and specification for a particular KS4 qualification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled and non-examination assessment.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure that faculty and/or department actions detailed in the 'GCSE Non Examination Assessment - Risk Assessment' are actioned if necessary.
- Where appropriate, develop new assessment tasks or contextualize sample Awarding Body assessment tasks to meet local circumstances, in line with Awarding Body specifications and control requirements.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ and Pearson BTEC ICE (ICEA) publication *Instructions for conducting non-examination assessments*.
- Ensure access arrangement entitlements are provided to relevant candidates.
- Understand and comply with the Awarding Body specification for *conducting non-examination assessments*, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- Supply the Exams Office with details of all unit codes for non-examination assessments and a schedule for when they are to take place prior to the start of the academic year where possible.
- Ensure that actions detailed in the 'Non-Examination Assessment - Risk Assessment' are actioned if necessary.
- Obtain confidential materials/tasks set by the Awarding Body in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the Awarding Body. Submit marks through the Exams Office/to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre..
- Ask the special educational needs coordinator (SENDCo) for any assistance required for the administration and management of access arrangements.



Exams Office Staff

- Ensure that copies of the current JCQ and Pearson BTEC ICE (ICEA) booklet '*Instructions for conducting NEA's*' are forwarded electronically to each subject leader within the centre.
- Enter students for individual units, whether assessed by non-examination and assessment, external exam or on-screen test, before the deadline for final entries as advised by Heads of Departments.
- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format once alerted to their arrival.
- Download and distribute mark sheets for teaching staff to use, and collect and submit entries to Awarding Bodies before deadlines.
- Ensures that Exam archiving policy is adhered to – see appendix G.
- Special Educational Needs/Disabilities Coordinator/ Ensure access arrangements have been applied for.
- Ensure all relevant staff are aware of any access arrangements which need to be applied during a NEA session.
- Work with teaching staff to ensure the provision of support staff for students with access arrangements is met when needed.

Arrangements for internal appeals against internal assessment decisions

It is the responsibility of subject staff to ensure that internal assessment is carried out according to their subject specification in accordance with JCQ and Pearson BTEC ICE (ICEA) regulations.

It is the duty of Heads of Faculty/Heads of Department to ensure that all internal assessment is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Internal assessment covers all areas of assessment produced by candidates, marked by teachers and submitted to an Awarding Body for moderation. Examples are practical assessments, coursework portfolios and projects.

Appeals may be made to the school regarding the internal assessment decision, including marking and quality assurance processes. If a candidate believes that the procedures for internal assessments have not been followed they can request a review of the centre's marking. See appendix J internal appeals procedure for assessments.

Provisional results and Post Results Services ,

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

Arrangements for the centre to be open on results days are made by the Head of Centre.



The provision of staff on results days is the responsibility of the Assistant Headteacher and Exams Manager.

Review of Marking (ROMs)

ROMs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any ROM is requested. JCQ deadlines are usually within two weeks of the start of the new academic year.

If a provisional result is queried, the subject teacher, Exams Officer and Head of Centre will investigate the feasibility of asking for a re-mark at the centre's expense.

Candidates can request an ROM . They need to complete the paperwork and submit the indicated fee meeting deadlines. Candidates will receive the information of all fees, procedure, deadlines and provided with the necessary paperwork on results day.

Access To Script (ATS)

After the release of provisional results, candidates may ask subject staff to request the return of papers within the first week of the start of the new academic year.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Review of markings cannot be applied for once an original script has been returned.

Certificates

Certificates are available to be collected and signed for in term two, once released by the relevant Exam boards.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authorisation to do so.

The centre retains certificates for a minimum of one year (refer to Exam archiving policy Appendix G).



Appendix A – Distribution of JCQ and Pearson BTEC booklets

‘General Regulations for Approved Centres’

- Hard copy to Head of Centre
- Hard copies to Exams Office

‘Instructions for conducting examinations’

- Hard copies to Exams Office
- Hard copies to all external invigilators
- Electronic copies to all internal invigilators
- Hard copies in each exam folder
- Electronic copies to all Leadership Team members
- Electronic copies to all Heads of faculty/departments
- Electronic copy to Head of Student Services/SENDCo Manager
- Electronic copy in staff handbook

‘Access arrangements and Reasonable Adjustments’

- Hard copies to Exams Office
- Hard copy in exam folder
- Electronic copy to Head of Student Services/SENDCo Manager
- Electronic copy in staff handbook

‘Suspected Malpractice in Examinations and Assessments’

- Hard copies to Exams Office
- Hard copy to Head of Centre
- Electronic copy in staff handbook

Instructions for conducting controlled assessments’

- Hard copies to Exams Office
- Electronic copies to all Heads of Faculty/Department
- Electronic copy in staff handbook



Appendix B – Contingency Plan

The Centre will follow the Joint Contingency Plan guidance should any of the following occur:

Disruption of teaching time – centre closed for an extended period

- The Leadership Team would work with schools in the Partnership and Acer Trust to ensure students are prepared for the examinations.

SENDCo extended absence at key points in the exam cycle

- Head of Centre responsible to ensuring that position is filled/covered should absence have potential to disrupt exam preparation.
- Exams Office and SENDCo to ensure all access arrangements are in place by end of term 3 for all exam students wherever possible.
- Exams office and SENDCo to plan access arrangements for exam days well in advance of summer exam series.

Exams Officer extended absence at key points in the exam cycle

- Head of Centre responsible to ensuring that position is filled/covered should absence have potential to disrupt exam preparation.

Disruption in learning

- See appendix M – Distance / Blended Learning

Disruption in the distribution of examination papers

- Exams Office would access the electronic examination papers via a secure external network from the awarding organisation. The Centre will ensure that copies are received, made and stored under secure conditions.

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

- The Exams Office to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisation.
- The Exams Office to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements and meet the criteria in accordance with JCQ and Pearson BTEC ICE (ICEA) guidelines.
- The centre will ensure candidates are informed of any contingency days that have been designated by the Exam Boards.

Invigilators- lack of appropriately trained invigilators.

- Exams Office to ensure that sufficient recruitment of invigilators for mocks and that these invigilators are then available for the summer series.
- Additional staff such as teaching assistants, learning mentors and other administrative staff as well as members of senior leadership team to also receive updated exam invigilator training to ensure back up in case of invigilator absence.



Failure of IT systems

Head of Centre to be informed

- Exams Office to contact awarding bodies to arrange alternative methods of information exchange.
- Alternative registered venue to be arranged with IT facilities.

Pupil transport system disrupted

- Alternative provider sourced immediately to ensure students can sit exams in a timely manner.
- The Exams Office to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements and meet the criteria in accordance with JCQ and Pearson BTEC ICE (ICEA) guidelines.

Centre is unable to open as normal during the examination period

- If the Centre is unable to open as normal for examinations, each awarding organisation must be informed as to which examinations are due to be taken as soon as is possible.
- It is the responsibility of the Head of Centre to decide whether it is safe for the Centre to open.
- The Centre is to open for examinations and examination candidates only, if possible.
- The Centre to use an alternative venue in agreement with relevant awarding organisation (e.g. share facilities with other centres or use other public building if possible).
- The Centre is to apply to awarding organisation for special consideration for candidates where they have met the minimum requirements.

Disruption to the transportation of completed examination scripts

- In the first instance the Exams Office would seek advice from awarding organisations and normal collection agency regarding collection.
- Exams Office will ensure secure storage of completed examination scripts until collection.

Assessment evidence is not available to be marked

- Exams Office to consult with the relevant awarding organisation.

The Centre is unable to distribute results as normal

- The Centre is to make arrangements to access its results at an alternative site.
- The Centre is to make arrangements to coordinate access to post results services from an alternative site.
- The Centre is to share facilities with other centres if this is possible.



Appendix C - Non Examination Assessment (NEA) – Risk management process

| Example risks and issues | Possible remedial action | | Staff |
|--|--|--|-------------|
| | Forward planning | Action | |
| Timetabling | | | |
| NEA schedule clashes with other activities | Plan/establish priorities well ahead (e.g. at the start of the academic year) | Plan dates in consultation with school calendar – negotiate with other parties | HoF/HoD/MRF |
| Too many NEA close together across GCSE subjects | Plan NEA so they are spaced over the duration of the course | Space assessments to allow candidates sometime between them | MRF |
| Accommodation | | | |
| Insufficient space in classrooms for candidates | Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct assessments | Use more than one classroom or multiple sittings where necessary | HoF/HoD/KS |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms /Centre facilities | | HoF/HoD/KS |



| Example risks and issues | Possible remedial action | | Staff |
|---|--|---|---|
| | Forward planning | Action | |
| Downloading awarding body set tasks | | | |
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases | Book IT equipment well ahead and download tasks before scheduled date of assessment | Teaching staff to request support from JS |
| Teaching staff unable to access task details | Test secure access rights ahead of NEA schedule every year and every session | Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the NEA schedule | Exams Office |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Contact awarding body and ask for replacement task; download again | JS and Exams Office |
| Absent candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | | Teaching staff/JS |



| Example risks and issues | Possible remedial action | | Staff |
|--|---|--|--|
| | Forward planning | Action | |
| Control levels for task taking | | | |
| The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | JEB – training Exams Office to seek advice from awarding body |
| Supervision | | | |
| Student study diary/plan not provided or completed* | Ensure teaching staff are aware of the need for study diary/plans to be completed early in course | Ensure candidates start, continue and complete study diary/plans that are signed after every session | Teaching staff/HoD/HoF |
| Teaching staff do not understand that the supervision of NEA is their responsibility | Ensure teaching staff fully understand the nature of NEA and their role in supervising assessments | Ensure all staff receive JCQ guidance booklet and reply to acknowledge receipt | Exams office to circulate up to date booklet. Staff to ensure they read and follow advice. |
| A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising | A suitable supervisor must be arranged for any NEA session where a teacher is not supervising, in line with the awarding body's specification | Teaching staff to inform Exams Office at least 3 weeks prior to assessment session | Exams Office |



| Example risks and issues | Possible remedial action | | Staff |
|--|---|--|---|
| | Forward planning | Action | |
| Task setting | | | |
| Teaching staff fail to set tasks correctly | Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification** | Seek guidance from the awarding body | HoF/HoD LDH to be informed |
| Assessments have not been moderated in line with the awarding body's specification | Check specification and plan required moderation appropriately | Seek guidance from the awarding body | MRF/Exams Office |
| Security of materials | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff fully understand the importance of task security | Contact the awarding body to request/obtain different assessment tasks | HoF/HoD to keep safe Exams office to contact awarding body if needed |
| Candidates' work not kept secure during or after assessment | Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary | Seek guidance from the awarding body | HoF/HoD LDH to be informed |
| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the GCSE course | Find alternative storage within the Centre | LDH/GB |

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



| Example risks and issues | Possible remedial action | | Staff |
|--|--|---|--|
| | Forward planning | Action | |
| Deadlines | | | |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines and the penalties for not meeting them | Mark what candidates have produced by the deadline Seek guidance from awarding body on further action | Teaching staff/HoF/HoD LDH to be informed |
| Deadlines for marking and/or paperwork not met by teaching staff | Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines) | Seek guidance from awarding body | HoF/HoD LDH to be informed |
| Authentication | | | |
| Teaching staff fail to complete authentication forms or leave before completing the authentication process | Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature | Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked | HoF/HoD HoF/HoD LDH to be informed |



| | | | |
|---|--|---|----------------|
| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking | Find candidate and ensure authentication form is signed | Teaching staff |
|---|--|---|----------------|



| Example risks and issues | Possible remedial action | | Staff |
|---|--|---|-------------------------------|
| | Forward planning | Action | |
| Marking | | | |
| Teaching staff interpret marking descriptions incorrectly | <p>Ensure appropriate training and practising of marking</p> <p>Plan for sampling of marking during the practice phase</p> | <p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p> | MRF/HoF LDH to be informed |
| Centre does not run the standardisation activity as required by the awarding body | Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted | Check with the awarding body whether a later standardisation event can be arranged | HoF LDH to be informed |



Appendix D Exams word processing policy

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, in accordance with Joint Council of Qualifications (JCQ) documents – ‘Access Arrangements and reasonable adjustments’ (AA) and ‘Instructions for conducting examinations (ICE).

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

The word processor policy will be reviewed annually.

The word processor policy will be reviewed by the Head of Centre, Leadership Team, and Governors.

Principles for using a word processor

Icknield Community College complies with AA chapter 4 *Managing the needs for candidates with disabilities and learning difficulties* regulations and guidance as follows:

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. Candidates who might be considered to benefit from the use of a word processor would include:
 - Those with a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
 - Those with a medical condition
 - Those with a physical disability
 - Those with a sensory impairment
 - Those who significantly struggle with planning and organisational problems when writing by hand
 - Those with significantly poor handwriting
 - Those who have a temporary injury eg. Broken arm
 - (This list is not exhaustive)
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.



- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.
- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and NEA assessments/coursework.
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom (where appropriate) ; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies;and/or
 - in internal school tests/examinations
 - mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

The use of a word processor

Icknield Community College complies with AA chapter 5 *Access arrangements available* as follows:

- 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 5.8.1 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).
- Provides access to word processors to candidates in non-examination assessments (including assessments or coursework) components as standard practice unless prohibited by the specification.
- 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.
- 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 programme

Icknield Community College complies with ICE 8.8 *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 (and according to instructions issued by the exam awarding body).
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- Word processors are not used to perform skills which are being assessed.



- Word processors are not connected to an intranet or any other means of communication.
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- 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.
- 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

Icknield Community College complies with ICE 8.8 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 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.

- Candidates who are entitled to use laptops will do their exams in a specific room unless there is a reason for them to do them in an alternative room.



Icknield Community College

- Candidates will be informed by Student Services if they are eligible to use a laptop and where they will be sitting their exams.
- Wherever possible, candidates will take all their exams in the same room.

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

- Invigilators will be present in all the designated rooms and the ICT team will be on hand to sort out any technical issues that may arise.

Other arrangements relating to the use of word processors include:

- An electronic copy of the work is held securely and confidentially by the IT team.



Appendix E Emergency Evacuation Policy

Purpose of the policy

This policy details how the centre deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure. It should also be used in conjunction with the schools lockdown policy as detailed in the Emergency Management Plan.

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 a 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 Leadership 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 coordinator (SENDCo)

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



Exams office staff

- Ensure invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
- Ensures candidates are briefed (*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 SENDCo 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.

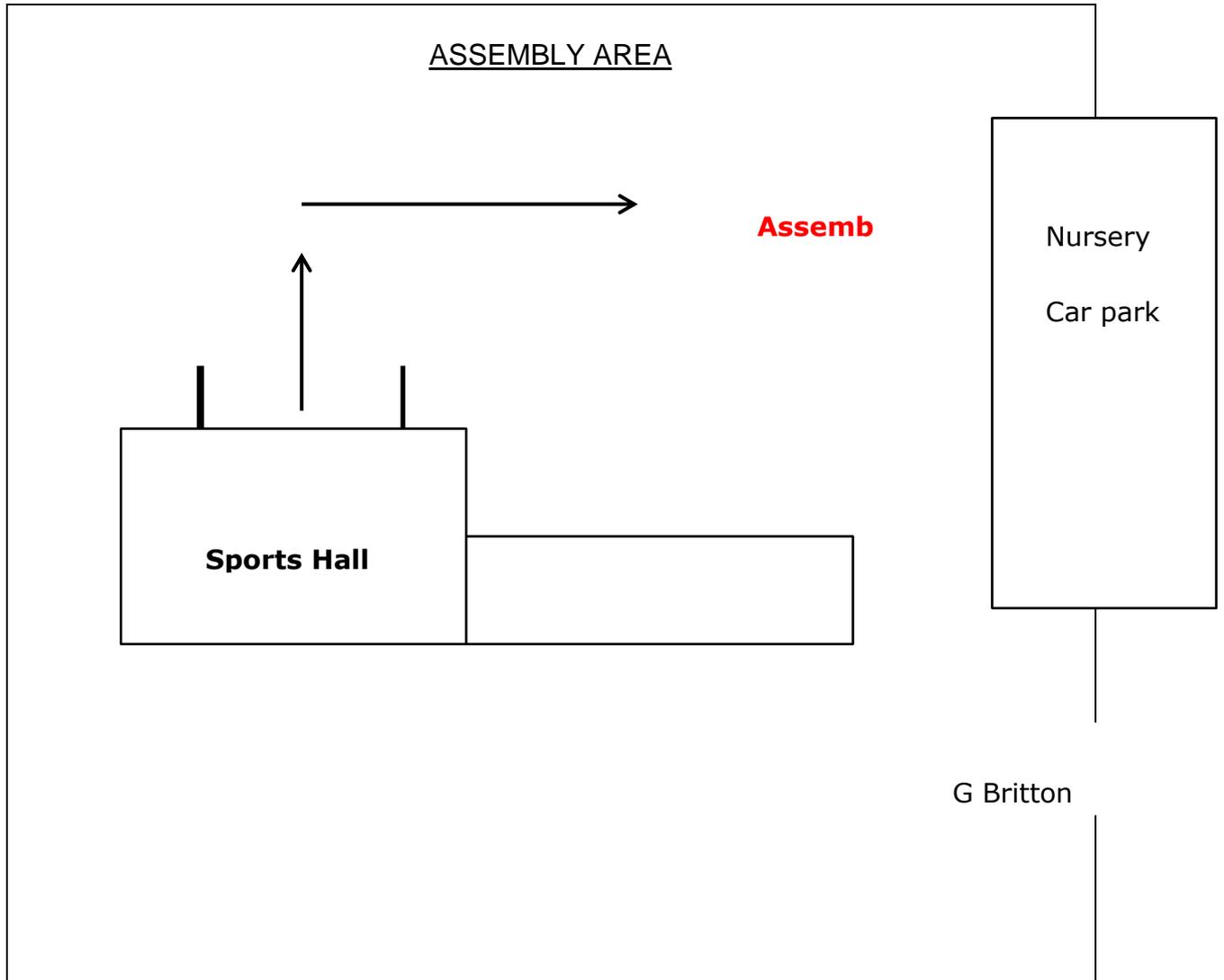


Appendix F Emergency Evacuation Procedure

In the event of the fire alarm sounding you will be notified as soon as possible if it is a real fire and the following should be adhered to:

| |
|--|
| Emergency evacuation procedure |
| Actions to be taken <i>(as detailed in the current JCQ Instructions for conducting examinations, chapter 18 Emergencies)</i> |
| Stop the candidates from writing |
| The lead invigilator/ LT member should collect the attendance register and if appropriate logistically any exam papers. |
| Each invigilator should escort designated rows of candidates out of the sports hall through the emergency exits (see below) |
| SILENCE is to be observed throughout |
| All candidates are to assemble on the field, adjacent to the Sports Hall car park |
| Exam papers, bags, pencil cases etc. are to be left in the Sports Hall |
| Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination |
| Make a note of the time of the interruption and how long it lasted. |
| A delegated person should ensure all persons are out of the building and close all doors behind them |
| Once the examination has restarted, allow the candidates the full working time set. |
| Fill out an incident report form and give it to Helen, so that a report can be sent to the relevant awarding body |

NB – if you can see flames or see/smell smoke, evacuate immediately!





Appendix G Exam Archiving Policy

The purpose of this policy is to:

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

| Alternative site arrangements | Any hard copy information on an alternative site arrangement. Notifications submitted online via CAP. | | |
|---------------------------------|---|--|------------------------------|
| Access arrangements information | Any hard copy information kept by the Exams Office relating to an access arrangement candidate. | To be returned to SENDCo as records owner at end of the candidate's final exam series. | |
| Attendance register copies | | <p><i>keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference ICE 12, 22]</p> | Confidential waste/shredding |



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



| Certificates | Candidate certificates issued by awarding bodies. | Unclaimed/uncollected certificates to be retained under secure conditions for a minimum of 12 months from date of issue. | Confidential destruction |
|-------------------------------------|---|---|------------------------------|
| Certificate destruction information | A record of unclaimed certificates that have been destroyed. | <p><i>Destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner</i></p> <p><i>A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results;</i></p> | Confidential destruction |
| Certificate issue information | A record of certificates that have been issued to candidates. | <p><i>distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional (including materials stored electronically) until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series).</i></p> <p>[Reference GR 3] To be retained securely for a minimum of 12 months from date of issue.</p> | Confidential waste/shredding |



| Confidential materials: initial point of delivery logs | Logs recording awarding body confidential exam materials received at the initial point of delivery in the centre to the point where materials are securely issued to an authorised member of staff | To be retained securely for a minimum of 12 months | Confidential waste/shredding |
|--|--|---|------------------------------|
| Confidential materials: receipt, secure movement and secure storage logs | Logs recording the receipt, checking, secure movement and secure storage of confidential exam materials | To be retained securely for a minimum of 12 months | Confidential waste/shredding |
| Dispatch logs | Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service | To be retained securely for a minimum of 12 months | Confidential waste/shredding |
| Entry information | Any hard copy information relating to candidates' entries. | To be retained securely for a minimum of 12 months | Confidential waste/shredding |
| Exam question papers | Question papers for timetabled written exams. | <i>For confidentiality purposes question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations.</i> | Issued to subject staff |



Appendix H Procedure for Exam Access & Exams Disability Policy

Procedure for the Management of Exam Access Arrangements (EAA)

The purpose of this procedure is:

- To ensure the planning and management of exam access arrangements (EAA) is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exam access arrangements system with clear guidelines for all relevant staff.
- To ensure KS4 students have the access arrangements they require. N.B. KS3 students are not awarded arrangements but evidence is gathered.

Stage 1: Identification and Testing

- The Head of Student Services/SENDCo (HoSS) ensures there is up to date identification and testing of all candidates who require access arrangements, in time to meet Exam Board deadlines.
- Students may be identified for screening by teachers at any point in the year. The HoSS will communicate with staff in Term 6 to ask for specific student names for assessment and an extraordinary SAM meeting will be held to ensure all vulnerable students are identified.
- A candidate's EAA requirement is determined by the HoSS, following evidence gathered from: Specialist Assessors; class teachers; medical professionals; Educational Psychologists.
- Testing and assessment is completed prior to Year 10 mock exams and any controlled assessments/ISAs/coursework, in line with academic calendar.
- Candidates joining Icknield Community College during KS4 are asked to provide any existing EAA information and the required evidence is gathered as part of the admissions process.

Stage 2: Processing Applications for Exam Access Arrangements

- The HoSS provides the Exams Office with the required form to apply for access arrangements on-line, as early as possible in Year 10.
- Arrangements are processed and approved before an examination or NEA /coursework as per JCQ deadlines.
- The processing of applications complies with JCQ Access Arrangements and Reasonable Adjustments booklet and Pearson BTEC Access Arrangements.
- Meeting the deadlines for submitting applications for access arrangements and modified papers on-line for qualifications is the responsibility of the HoSS and the Exams Manager. The HoSS provides the Exam Manager with the required evidence as a minimum two weeks prior to the external deadlines.
- The HoSS provides the Exams Officer with a hard copy of evidence for inspection by the JCQ Centre Inspection Service, once an EAA has been processed on-line and approved.



- A copies of the approved application form are kept in the SEN Office and Exams Office, together with copies of the exam cover sheet if applicable.
- The SEN office holds a file for each student with exam arrangements that typically contains: signed data protection form; copy of specialist assessor's certificate; AAO / PAAO approval; Form 8; evidence of candidate's usual way of working; copies of assessment papers.

Stage 3: Informing Candidates, Staff and Parents/Carers of Exam Access Arrangements

- The Exams Office ensures that staff are made aware of all candidates with EAAs and the updated list is made available, via the staff bulletin and on the Admin drive (read only). N.B. this includes students without a Form 8.
- It is the responsibility of all staff to meet the needs of candidates entitled to EAAs. Subject teachers refer to specifications or subject-specific documentation for subject-specific requirements. Subject teachers arrange for support from the Student Services Department **two weeks** prior to NEA .
- The Exams Office is responsible for updating SIMs exams organiser with details of EAAs.
- The SEN Office informs parents/carers by letter of any EAAs their child is entitled to for internal exams, external exams and NEA.

Stage 4: Supporting Candidates with Exam Access Arrangements

- The HoSS, collaborating with the IT Department where necessary, ensures that candidates with EAAs have the opportunity to practise using their arrangement effectively in exam conditions. This includes during internal exams and assessments where timing permits.
- Staff supporting candidates are given training by the HoSS on the specific invigilating/supporting of EAAs (Orange JCQ book); the Exams Officer will give training on specific exam procedures (Yellow JCQ book and Pearson BTEC ICEA).
- Staff are given the opportunity to practise working with candidates to maximise the effectiveness of their support and invigilation in exams and assessments.
- The Exam Officer circulates the JCQ Access Arrangements and Reasonable Adjustments booklet, JCQ Instructions for Conducting Examinations and Pearson BTEC ICE (ICEA) booklet to all staff supporting and/or invigilating candidates with EAAs or who are taking exams in a separate room and these staff ensure they are familiar with these booklets to follow JCQ and Pearson BTEC regulations at all times.

Stage 5: Arrangement of Rooming and Staffing for Candidates with Exam Access Arrangements

- It is the responsibility of the Exams Manager to meet with the HoSS and Data Manager to obtain the names of all candidates who have been identified as needing a separate room for exams.
- The Exams Officer meets with the HoSS and Data manager to agree rooming and staffing for all candidates with EAAs or candidates needing separate rooms.



- Once exam entries have been submitted, the Exams Officer gives a copy of personal timetables for all candidates with EAAs to the HoSS and/or candidates requiring a separate room.
- The HoSS meets with candidates using word processors for exams to discuss and agree which exams are to be taken using word processors.
- The Exams Officer creates seating plans, book rooms and organises official notices/warning to candidates' posters and invigilator exam files.
- The HoSS organises and informs Student Services staff of which students they will be supporting/invigilating and which room they will be in.

Stage 6: Exam Procedure for Candidates with Exam Access Arrangements

- The Exams Officer supplies exam notices, candidate seating cards, equipment, clocks and exam cover sheets (if applicable) at the start of the exam series to the SEN Office for distribution/display.
- The SEN Office arranges for the collection of exam papers and exam files from the Exam Officer in the exam office, prior to the official start time of the exam. JCQ regulations are followed and question papers are kept securely at all times. The correct papers are distributed to the invigilators for candidates in the additional exam rooms as arranged by the SEN Office representative or Exams office.
- Once the exam is complete, the question papers and exam files are returned to the Exams Office or to the exam hall. The nominated member of staff from Student Services and IT Department ensure that any exam cover sheets are completed and attached to the exam question paper as per JCQ regulations.



Disability policy (exams)



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Purpose of the policy

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

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

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

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

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

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- ▶ identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- ▶ requesting access arrangements
- ▶ implementing access arrangements and the conduct of exams
- ▶ good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments 2018/19](#)

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition –



<http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf> The clear starting point in the statutory guidance is that disability means 'limi

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- ▶ Headteacher is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

Senior leaders

- ▶ All members of the leadership team are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Special educational needs coordinator (SENDCo)

- ▶ SENDCo has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)

Teaching staff

- ▶ Inform the SENDCo of any support that might be needed by a candidate and provide evidence for each student outlining the need for support

Assessor of candidates with learning difficulties

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

- ▶ SENDCo has detailed understanding of the current JCQ publication [AA](#)

- ▶ SENDCo ensures the quality of the access arrangements process within the centre
- ▶ SENDCo ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- ▶ Headteacher ensures an appropriately qualified assessor(s) is appointed and evidence of the assessor's qualification(s) is obtained before he/she assesses candidates. The evidence of the qualification(s) of the person(s) appointed is held on file
- ▶ SENDCo ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of [AA](#)
- ▶ SENDCo ensures a policy demonstrating the centre's compliance with relevant legislation is in place



- ▶ Leadership Team link supports the SENDCo in determining the need for and implementing access arrangements
- ▶ SENDCo Leads on the access arrangements process to facilitate access for candidates
- ▶ Headteacher and SENDCo define and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- ▶ Leadership team provides a policy on the use of word processors in exams and assessments
- ▶ SENDCo ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- ▶ Leadership team ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- ▶ SENDCo ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- ▶ SENDCo ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- ▶ SENDCo presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- ▶ SENDCo works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- ▶ Teaching staff provide information to evidence the normal way of working of a candidate
- ▶ SENDCo conducts appropriate assessments to identify the need(s) of a candidate
- ▶ SENDCo provides appropriate evidence to confirm the need(s) of a candidate
- ▶ SENDCo completes appropriate documentation as required by the regulations of JCQ and the awarding body

Use of word processors

See Exams Policy Appendix D ..

[AA 5.8]

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENDCo)

- ▶ SENDCo determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

Exams officer



- ▶ Exams Officer is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA where this may be relevant to the EO role](#)

- ▶ SENDCo follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of [AA](#)
- ▶ Exams Officer & SENDCo apply for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- ▶ SENDCo ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- ▶ SENDCo ensures where form 8 is required to be completed, the original form is signed and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- ▶ SENDCo ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2/92 of [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre
- ▶ SENDCo & Exams Officer confirm by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted
- ▶ SENDCo makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- ▶ Exams Officer & SENDCo ensure that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- ▶ Exams Officer ensures that where approval is required that this is applied for by the awarding body deadline
- ▶ SENDCo maintains a file for each candidate that will include:
 - ▶ completed JCQ/awarding body application forms and evidence forms
 - ▶ appropriate evidence to support the need for the arrangement where required
 - ▶ appropriate evidence to support normal way of working within the centre
 - ▶ in addition, for those qualifications listed on page 2 /92of [AA](#) (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- ▶ SENDCo presents the files when requested by a JCQ Centre Inspector and addresses any queries raised
- ▶ If the SENDCo is unavailable a leadership team member presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- ▶ SENDCo liaises with teaching staff regarding any appropriate modified paper requirements for candidates



- ▶ Exams Officer liaises with the SENDCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- ▶ Exams Officer & SENDCo Follow the appropriate process (AAO for those qualifications listed on page 74 of [AA](#); *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

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

Head of centre

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

Special educational needs coordinator (SENDCo)

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

Exams officer

- ▶ Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2018-2019](#)

Other relevant centre staff

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

- ▶ Exams Officer & Headteacher are familiar the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2018-2019](#)



- ▶ SENDCo & Exams Officer ensure a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- ▶ SENDCo & Exams Officer ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- ▶ SENDCo & Exams Officer ensure that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- ▶ SENDCo, supported by Exams Officer monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- ▶ All staff ensure that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- ▶ SENDCo liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- ▶ SENDCo & Exams Officer liaise with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- ▶ SENDCo appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or communication professional)
- ▶ Exams Officer & SENDCo ensure facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- ▶ Exams Officer ensures a record of the content of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for review of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- ▶ SENDCo ensures the facilitator is known by or introduced to the candidate prior to exams
- ▶ SENDCo ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- ▶ Leadership Team link liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ▶ SENDCo and Exams Officer ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- ▶ Exams Officer ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- ▶ Headteacher or SENDCo liaise with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams



- ▶ Headteacher liaises with the SENDCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- ▶ Exams Officer liaises with the SENDCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- ▶ Exams Officer liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates
- ▶ Exams Officer & Data Manager liaises with the SENDCo regarding rooming of access arrangement candidates
- ▶ Leadership Team link liaises with the SENDCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ▶ Exams Officer ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- ▶ SENDCo ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- ▶ Exams Officer checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- ▶ Exams Officer or SENDCo makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- ▶ Exams Officer ensures candidates with access arrangements are identified on exam room seating plans
- ▶ Exams Officer & SENDCo understand that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Oral Language Modifier, Live Speaker, Communication Professional **only**) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam in order to prepare
- ▶ Exams Officer provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
 - ▶ prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2/92 of [AA](#)
- ▶ Headteacher has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- ▶ Exams Officer liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams



- ▶ Exams Officer where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Other relevant centre staff could include:

- ▶ Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- ▶ Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- ▶ Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

Internal assessments

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

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

Special educational needs coordinator (SENDCo)

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

Teaching staff

- ▶ Support the SENDCo in implementing appropriate access arrangements for candidates

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



- ▶ Subject teachers provide the SENDCo with assessment schedules to ensure arrangements are put in place when required
- ▶ Subject teachers liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate

Internal exams

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

Special educational needs coordinator (SENDCo)

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

Teaching staff

- ▶ Support the SENDCo in implementing appropriate access arrangements for candidates
- ▶ SENDCo provides exam materials that may need to be modified for a candidate
- ▶ Teaching staff provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required

Facilitating access - examples

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

On a candidate by candidate basis, consideration is given to

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

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

| Example of candidate need(s) | Arrangements explored | Centre actions |
|--|--|--|
| A medical condition which prevents the candidate from taking exams in the centre | Alternative site for the conduct of examinations | <i>SENDCo gathers evidence to support the need for the candidate to take exams at home</i> |



| | | |
|--|--|--|
| | <p>Supervised rest breaks</p> | <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENDCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p> |
| <p>Persistent and significant difficulties in accessing written text</p> | <p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p> | <p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Original Form 8, and signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p> |
| <p>Significant difficulty in concentrating</p> | <p>Prompter</p> | <p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> |



| | | |
|-------------------|--|---|
| | Separate invigilation within the centre | <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p> |
| A wheelchair user | Desk Rooms Facilities Seating arrangements Practical assistant | <p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p> |



Exam Access Arrangement (EAA)

An Exam Access Arrangement (EAA) is a provision or type of support given to a candidate (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the candidate has appropriate access to the exam. These will include:

- **A scribe:** a responsible adult who, in a NEA and/or in an examination but not in orals, writes down or word processes a candidate's dictated answers to the questions. The scribe would write exactly what they say.
- **A reader:** a responsible adult who reads the instructions of the question paper and the questions to the candidate. This may involve reading the whole paper to the candidate or the candidate may request only some words to be read (with the exception of some sections of English GCSE) The student would then write the answer/s themselves.
- **Word Processor:** Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled to a candidate where it is their normal way of working within the centre and is appropriate to their needs. A special exam account would be used with no internet access.
- **Extra time:** a candidate may be entitled to extra time depending on the evidence of need and the recommendation of the designated specialist assessor.
- **Rest breaks:** where candidates are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- **Prompter:** where a candidate has little sense of time or loses concentration easily, a responsible adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.
- **Separate room:** where it is inappropriate for a candidate to sit an exam in the main exam hall, a separate room may need to be provided.

This list is not exhaustive

[\[1\]](#)

Appendix I Examinations Handbook for candidates and their parents/carers



Examinations Handbook for

**Centre Number:
62111**

School Telephone Number: 01491 612691

Introduction

Public examinations can be a stressful time for students and parents and it is important that all those involved are as well informed as possible. Well informed students will realise that the rules and regulations are designed to ensure fairness and minimise disturbance and it is in the interest of all that the examinations run smoothly.



The school will make every effort to ensure that students receive the best possible preparation for their examinations, that the administrative arrangements run smoothly, and that the examinations are conducted in a way that will cause as little stress as possible and help students to achieve their best.

This booklet is intended to provide information about examination procedures and to answer some of the most frequently asked questions to help to guide and support students and parents through the examination process.

It also contains the formal notices that are required by regulation to be given to each student.

If you have any other questions contact the Examinations Office. The Examinations staff are:

Mrs Exams Officer - Examinations Officer – **01491 612691 ext 258**

On exam days it is best to contact the main school reception on **01491 612691**

Remember – we are here to help

GOOD LUCK!



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Who is responsible for the examinations?

The school's Examinations Officer is responsible for administering all public examination arrangements and for oversight of students during examinations, under the direct responsibility of the Head of Centre (the Headteacher).

There is a team of adult invigilators who will be present during the examination at all times and who are supervised by the examinations staff and the Leadership Team.

The Awarding Bodies or Examination Boards set down strict criteria which must be followed for the conduct of examinations, and the school is required to follow them precisely.

In order to administer examinations, it is necessary to share student data with outside bodies strictly in accordance with the General Data Protection Regulations and Data Protection Act 2018.

Who is entered for public examinations?

It is school policy to enter every student who is being taught a subject, for the most appropriate level of examination. Only by exception, after consultation with parents, will the Head of Faculty decide that a student should not be entered for an examination.

Where will the examinations be held?

The main location for written papers is the Sports Hall, but other rooms may be used if necessary. Students are asked to be there 15 minutes before the advertised start time to enable seating procedures to be carried out efficiently and to allow for any unforeseen room changes. They are asked to wait quietly outside the Sports Hall until invited to enter, and to check where they are sitting on the seating plan which will be displayed by the Sports Hall doors. Where a student sits will be determined by their candidate number, which appears on all statements of entry. The student will sit at the desk bearing a card with their name, candidate number and photo. This arrangement follows Examination Board rules. In large examinations, seating plans showing the student's row will be displayed on the Examinations Board before the examination.

What information will students receive about their exam entries?

When the entries have been entered onto the school's computer system, students will receive an individual timetable detailing the subjects and options / tiers for which they have been entered. These should be checked and students are asked to immediately inform the Examinations Officer if they believe there are any errors, problems or exam clashes. Students should also check that their legal name is correct, as this is the name that will appear on their certificates.

These documents serve three purposes:

- To check that all entries have been made and are correct;
- To inform parents that they undertake to pay the entry fees should their child fail to take the exam without good reason;
- To identify and resolve exam clashes.

Sometimes candidates will receive updated statements if the entries made for them change.



How do I know when the examinations take place?

The main period for examinations is from the start of May until the end of June, but some oral examinations and practical examinations will take place earlier. Personal copies of the exam timetable for written examinations will be sent home prior to the start of the exams and it is advisable for parents to make sure these are kept readily available to students at home. These timetables will only show the dates and times for written exams, assessments and some oral exams will be timetabled by subject teachers who will inform students when they are to take place.

Coursework and Non Examination assessment (NEA) deadlines

A few of the subjects have an element of coursework / NEA included in them which must be completed, marked, assessed and the marks and work sent to the Examination Boards well before the formal exam sessions take place. The school set deadlines that allow time for this process and to meet the Examination Boards deadlines. These cannot be changed. Students who don't submit coursework / NEA on time will not be allocated a mark for this portion and their overall grade will suffer.

Please note students may also not be eligible for special consideration for the formal exams should they be absent as they will not have completed the minimum required for the course.

At what times do the external examination sessions begin?

Morning examinations begin at 9 am.

Afternoon examinations begin at 1 pm

The Examination Boards dictate the permissible start times for examinations. Students are asked to report no later than 15 minutes prior to the start of an examination. The length of examination papers varies and they may not finish until after school finishes. Students and parents should be aware of this and make appropriate arrangements for getting home.

Some students may receive an allowance for extra time for the examinations and so their finish times will be later. Timings for some papers may deviate from this pattern and the students will be made aware of this. It is the student's responsibility to be aware of the start time of each examination, but parents should be warned there is a tendency for students to confuse am and pm sessions. Please ensure your son/daughter checks his/her examination commitments for each day on the previous evening.

What happens if a student has more than one examination at the same time?

If a student is timetabled to sit two or more examinations at the same time, this is known as a clash. If these are for the same subject, this is intentional on the part of the board and the examinations are meant to run one after another. If not, then this should be picked up during the checking process and notified immediately to the Examinations Officer, who can arrange for one of the papers to be taken at a different time on the same day. The student will have to remain under supervision between the two papers. In rare cases it may be necessary for a paper to be taken the next day and it is a requirement that the student is supervised overnight. This is essential to avoid compromising the integrity of the examination and needs to be organised well in advance.

If an examination is delayed from a morning to an afternoon session the student will be supervised over lunchtime. They should bring some revision or reading material and their lunch and a drink, as we may not be able to arrange for them to buy food. Students are not allowed access to their mobile phones or



electronic devices during clash supervision. Attempting to communicate with anyone outside supervision by phone or in person is a serious breach of the rules and would almost certainly result in disqualification.

How are students supervised?

Members of staff and/or external invigilators will supervise students under the management of the Examinations staff. Once students enter the examination room they are under examination regulations and must follow the invigilators' instructions at all times. The invigilators are experienced in examination procedures and subject to strict regulation and DBS checks. They usually work in teams and can contact the Examinations Officer to resolve any issues.

Students will be called into the room and helped to find the desk with their candidate number card on it. In some sessions papers will already be on exam desks; these must not be opened until students are advised to do so and students should not begin writing until instructed to do so.

What happens if a student cannot find his/her place in the examination room?

Occasionally problems arise because a student's number card is not where he/she thinks it should be. There are a number of possible reasons for this and the situation has to be investigated. Your son/daughter will be asked to wait at the front for a few moments whilst the invigilator on duty in that venue checks the entry and, if necessary, sorts out the query with the Examinations Officer. Every effort is made to keep these problems to a minimum and they will not prejudice any student's chance of taking an examination for which he/she has been entered.

It is not essential for students to memorise their 4 digit examination number, but it will help them to find their examination desk if they do so.

What happens if a student is late?

If a student has got the timing of the examination wrong and missed the start, they or their parent/carer should **telephone the school immediately** and get a message to the Examinations Officer. Depending on security and invigilation arrangements, it may be possible for the student to be admitted. Normally we will make every effort to help students with a genuine reason and who are brought straight to school to sit the examination. However, students and parents should be aware that a report of the circumstances will be sent to the Examinations Board, who may decide not to accept the paper. If a student arrives after the end of the examination, all circumstances will need to be thoroughly investigated to decide whether the student can still take the examination. Parent/carer and student may be asked to sign a declaration form confirming that security of the exam has not been breached.

What should students bring to the examinations?

Students should bring writing equipment, coloured pencils, erasers, a ruler, mathematical equipment etc. in a transparent plastic bag or pencil case. Non-transparent pencil cases will not be permitted in the examination room.

Pens should be BLACK.

Pencil cases should be transparent and contain the following:

- 2 black pens
- 2 pencils
- Rubber



- Ruler
- Pencil sharpener
- Compass and protractor

Students will be advised by their subject teachers about any subject specific materials required for the examination e.g. set texts, calculators etc.(see also exam equipment list)
Students are responsible for ensuring that they bring everything they need to the examination.
Analogue watches should be removed and placed on the desk in sight of the invigilator prior to the beginning of the exam. Smart watches and mobile phones should preferably be left at home or switched off completely and left in a school bag.

What should students not bring with them?

Some items are strictly banned from examination rooms and should not be brought into the examination room under any circumstances. The Examination Boards treat mere possession of these items as an infringement.

- Mobile phones
- iPods, MP3/4 players, Smartwatches or any other products with a technological/web enabled source of information
- Students should not have in their possession any unauthorised materials eg. notes, papers, books etc
- Students should not bring lucky mascots etc into the examination room
- No food items or chewing gum are allowed
- Erasable pens are not allowed

May students bring a drink?

Students are permitted a small bottle of still water. Bottles should be clear with all labels removed.

Regulations governing the use of calculators

Calculators are allowed in examinations except where the paper specifically prohibits them, for example certain Maths and Science papers. The student is responsible for bringing a calculator to the examination and ensuring it is in good working order.

Calculators with any of the following facilities are prohibited:

- Data banks
- Dictionaries
- Language translators
- Retrieval of text or formulae
- Built-in symbolic algebra manipulations
- Symbolic differentiation or integration
- Capability of remote communication with other machines

The use or attempted use of any such calculators will be regarded as malpractice.
Calculators with graphic displays and programmable calculators are permitted if information and/or programs stored in the calculator's memory are cleared before the examination. Retrieval of information and/or programs during the examination is an infringement of the regulations. Students are responsible for clearing any information and/or programs before the examination. Spot checks may be conducted to ensure this regulation is observed.



Calculator lids often have instructions or formulae printed on them. If these cannot be removed and left away from the examination desk, they should be securely covered. Students may place calculator lids face down on the floor beside them.

What are the regulations regarding mobile phones?

Possession of a mobile phone at the examination desk is strictly forbidden. Any student found to have a phone in the examination room will be reported to the appropriate Examination Board. Should this happen they will be disqualified from that paper and possibly from the whole examination in that subject. It is a very serious offence and our advice is that the phone should not be brought to school.

What is meant by malpractice?

Malpractice is the term that the Examination Boards use for any irregularity or breach of the regulations of any kind. The Examinations Officer is required to, and will, report all infringements to the appropriate Examining Body, who will decide on what action to take, based on the nature of the infringement. There is a tariff system of actions from which they can decide and some infringements carry automatic loss of marks as a minimum penalty. The Examination Boards take the integrity of examinations very seriously and it is important that candidates heed the Examinations Officers instructions carefully.

What happens if a student does not turn up for an examination?

A student who is absent from any examination, without a satisfactory reason for a request for special consideration, will receive a grade based only on those elements of the examinations which have been marked.

The school reserves the right to recover the examination fees if there is no good reason for absence. Repayment is in the region of £35 per GCSE subject (depending on subject and Board). It is in all our interest to ensure that the school's examinations budget is not wasted.

How are examinations started?

The Examinations Officer or nominated invigilator will announce that candidates are subject to the regulations. Any instructions or Board notices, changes to papers etc will be read out and the candidates asked to complete their details on the answer papers. The examination will be formally started when all candidates in the room have received their instructions, have been reminded of the duration of their examination.

What standards of behaviour are expected during examinations?

The Examining Bodies produce the 'Notice to Candidates for written work' and 'Notice to Candidates for On Screen Tests'. **These give rules for conduct which candidates MUST READ and observe.** Copies can be found on the Examinations page of the school website – hard copies can be supplied on request to the Examinations Office.

The school and the Examination Boards regard breaches of examination regulations very seriously. Parents should please impress on your son/daughter the importance of good behaviour in an examination, as any activities that may disturb or upset other students will not be tolerated. The Head of Centre and designated senior staff have the authority to remove disruptive students.



Students are asked to wait quietly outside the exam venue, and to enter and leave in silence. This avoids disturbance to other students and does help to maintain a calm atmosphere for those students who are nervous about their examination.

Students who try to communicate with other students inside the venue, or who create a disturbance in the examination room will be asked to leave and the circumstances will be reported to the Examination Board. This may result in the student not receiving a grade for the whole examination.

What should students wear for examinations?

Students are required to wear uniform to all examinations. Students must remove hats and gloves before taking their place in the examination room.

Jackets, jumpers or other clothing items are not allowed over the backs of the chairs. Students should bring as little as possible in the way of coats and baggage into the examination room.

Students must also take off their watch (even if a non-SMART watch) and place it on their desk.

What do I do if my son/daughter is unwell at the time of one of the examinations?

If a student is feeling unwell but feels able to sit the examination, it is important that we know all the circumstances so that we can apply for special consideration at the grading stage. If the student is unwell and so unable to sit a paper which is either a terminal examination or an examination which cannot be retaken, the Examination Board may, after examining the circumstances and evidence of performance on other papers, decide to award a grade. You should contact the Examinations Office as soon as possible so that we can advise you. When applying for special consideration, we need as much evidence as possible to present to the Examination Board. The best evidence is a medical note. There is also a self-certification form (JCQ Form 14) which can be found on the Examinations page of the school website.

The sooner we know if your son/daughter will not be attending an examination, or if he/she will be present but is unwell, the better we can help them.

What happens when a student finishes early?

Students should use all of the available time on their exams and spend any time at the end checking their answers. In any event they are not permitted to leave before the duration of the exam. They must sit quietly at their desk so as not to disturb other candidates.

What do I need to do if a student has problems that may affect his/her examination performance?

Some students are eligible for extra time or special examination arrangements, for example, use of a computer. Appropriate applications are made to the Examination Boards as long as they are supported by the correct evidence, which may be medical evidence, a Statement of Educational Needs or an Educational Psychologist's report.



Should an emergency arise just prior to the examination, for instance a student breaks his/her writing arm – then we can make special arrangements. In such a case the student can dictate answers to a scribe. Please notify any such event as early as possible so that the arrangements can be made and the student suffers no delay or uncertainty on the day.

Any illness or family circumstances, which may affect examination performance, arising shortly before or during the examination, should be notified as soon as possible to the Examinations Officer so that we can request special consideration at the grading stage. Parents should be aware that any adjustment is likely to be small and that no feedback from the Exam Board is ever provided.

How can parents best help their son/daughter during the examination period?

Examinations can be a stressful time for some candidates and support from both school and home can be helpful. The school will provide advice about revision programmes and examination techniques, and if this is followed it should not be necessary for any student to work abnormally long hours during the revision period. It is probably helpful to discuss with your son/daughter how he/she intends to organise revision and to talk through any anxieties about particular techniques or subject matter. Testing knowledge of factual material can benefit the student if such help is requested, but often all that is needed is a quiet place to work and lots of encouragement. Students should get plenty of sleep and some opportunities for relaxation.

It is a good idea to keep your own copy of the examination timetable and ensure the student checks his/her examination commitments for each day on the previous evening.

What happens about the return of school books and equipment at the end of the examination period?

Students will be informed by subject departments of the arrangements for the return of books etc. Please ensure that all textbooks and equipment are returned promptly to school.

When and how are the results distributed?

Summer provisional examination results are collected from school. Students wishing to have a relative or friend collect their results for them must send a signed letter or authorisation with the collector. They must also have photographic ID. Results will not be given over the telephone under any circumstances.

Students who would like their provisional results to be posted should leave an A5 stamp addressed envelope (also bearing their candidate number) with the Examinations Officer. Results slips not collected on results day will be posted.

During the rest of the year students will be informed of arrangements prior to the publication date.

What can I do if the results are substantially different from what was anticipated?

It must be remembered that examinations can only measure performance on the day, and that students can do better or worse than anticipated for a number of reasons. Senior leaders will be on hand on results day to support students. If there are serious grounds for concern about a result, then the school can initiate an



enquiry with the appropriate board. The process should be started as soon as possible after consultation with the subject teacher or a senior member of staff concerned.

ROM (Review of Marking) request forms must be signed by the student and must be accompanied by the fees. ROM request forms and fees will be sent out with provisional statements of results.

How should fees be paid?

Fees should accompany the form and cheques should be made payable to Acer Trust.

When do students receive their certificates?

CERTIFICATES ARE NOT AUTOMATICALLY POSTED HOME. Leavers will be contacted from mid-November onwards inviting them to come into school to sign for and collect their certificates. If students are unable to collect their certificates in person they need to give written permission for another person to collect the certificates on their behalf. That named individual will need photo ID when collecting the certificates.

Certificates should be looked after carefully as they will be needed in the future by employers and education establishments of all kinds. They are very expensive to replace (up to £43 each) and the Boards will require proof of identity, such as an original birth certificate. Although we are not required to keep certificates for more than one year, we like to be as helpful as possible, however, after the one year period we do not guarantee to be able to produce certificates from our archives.

If you have any further queries please do not hesitate to contact the Exams Officer.
01491 612691 x 258.



Appendix J Internal appeals procedures for assessments

INTERNAL APPEALS PROCEDURE FOR ASSESSMENTS

Key staff involved in internal appeals procedures

| Role | Name(s) |
|----------------|--|
| Head of Centre | Headteacher |
| SLT members | James Barringer Matt Ford Vicky Pickford Luisa Howden |
| Exams officer | Exams Officer |

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

This procedure confirms Icknield Community College compliance with JCQ's *General Regulations for Approved Centres*, section 5.8 that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."

Certain components of GCSE qualifications (coursework and non-examination assessments) that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks



awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Icknield Community College is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

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

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

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

1. Icknield Community College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Icknield Community College will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Icknield Community College will, having received a request for copies of materials, promptly make them available to the candidate within 5 calendar days
4. Icknield Community College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing within 5 calendar days of receiving copies of the requested materials by completing the **internal appeals form**.
6. Icknield Community College will allow 10 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.
7. Icknield Community College will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. They will use the suggested review off marking template as suggested by JCQ.



8. Icknield Community College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Icknield Community College and is not covered by this procedure.

2. 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 Icknield Community College compliance with JCQ's *General Regulations for Approved Centres 2018-2019, section 5.14* that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Following the issue of results, awarding bodies make post-results services available. (Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer).

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results by letter and on the school website.

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

Review Of Marking (ROMs) offers three services.

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

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a ROM 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, relevant 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 ROM fee to the centre, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an internal appeal can be submitted to the centre (by completing the internal appeals form) at least (5 calendar days) prior to the internal deadline for submitting an ROM.

The appellant will be informed of the outcome of his/her appeal before the deadline for submitting an ROM.

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

The **internal appeals form** should be completed and submitted to the centre within 5 calendar days of the notification of the outcome of the ROM. 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 exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.



Internal appeals form

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

| FOR CENTRE USE ONLY | |
|---------------------|--|
| Date received | |
| Reference No. | |

- 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 check, a review of marking, a review of moderation or an appeal

| | | | |
|--------------------------|--|--|--|
| Name of appellant | | Candidate name if different to appellant | |
| Awarding body | | Exam paper code | |
| Subject | | Exam paper title | |

Please state the grounds for your appeal below

(If applicable, tick below)

- Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking
If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

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



Appendix K Process for when a candidate is related to a member of staff

The Head of Centre and the Exams officer will ensure that all JCQ regulations are followed by:

Exams Office will inform the awarding bodies, before the associated entries are submitted, of any members of centre staff who are either sitting examinations and assessments or teaching and preparing members of their family for examinations and assessments. Awarding bodies should also be informed where children of exams office staff are being entered for examinations and assessments

The head of centre must ensure that during the examination series the member of centre staff is treated as per any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment.

If a candidate is entered for an awarding body's examinations at a centre where a relative is employed, the head of centre must ensure that during the examination series the candidate's relative does not have unaccompanied access to examination materials. For example, question papers, pre-release materials and answer scripts.

If the relative in question is the centre's examinations officer, then appropriate arrangements must be made to ensure that another person is present for all of the administrative arrangements relating to the candidate's examinations. (For example, any application for special consideration must be authorised by a member of centre staff other than the candidate's relative.) It would be ideal if another member of your examinations staff could cover the work of the member of staff in question. If this were not possible, then it would be in everyone's interests for a member of your centre's senior management team to act as an independent monitor of the activity within the examinations office whenever an examination series takes place involving the candidates listed above.

Exam staff must also declare if they have a family member sitting GCSE exam papers for the same board at another centre. This will enable the necessary safeguards to put in place to retain the exams integrity.

Any relative of a candidate in the examination room is specifically not eligible to serve as the **sole** invigilator. In addition, as stated in paragraph 6.3 of the JCQ *Instructions for Conducting Examinations*, a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidate's preparation for the examination, must not be an invigilator during the examination or on-screen test.

Should the named candidates' relations be involved with the conduct of a speaking test one of these two alternative arrangements should be made. eg another member of staff should conduct the speaking test or a senior member of staff should be present during the test.

With regard to coursework, if a candidate's relative is involved with the assessment of their work, it should also be marked by another member of staff. In addition, the candidate's work should be sent to the moderator as well as the sample requested and indicate it as Parental Interest on e-Submissions.



Appendix L – ICC BTEC Policy

BTEC POLICY

The policy purpose

To ensure that all BTEC programmes are appropriately implemented and meet the guidelines set by the examination board and JCQ assessment policies. This document is to be used in conjunction with the schools examinations and assessment policy and a range of guidance available from Pearson.

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

The BTEC policy will be reviewed annually and updated to reflect the regulations of JCQ and awarding body regulations, guidance and instructions.

The BTEC policy will be reviewed by the Head of Centre, Leadership Team, and Governors.

Other related documents

- Behaviour Policy
- Internal Assessment Policy
- Examination Appeals Procedures
- Access Arrangements Policy
- Word Processor Policy

Policy Aims

This document contains several separate policies, all shared by Pearson, which collectively aim to ensure that Icknield Community College has in place administrative systems, policies and procedures to ensure that there is effective management of the delivery and assessment of qualifications, ensuring that:

- qualification approvals are accurate and timely and reflective of a centre delivery
- the centre continues to meet all Qualification Approval criteria for each qualification
- adequate records are maintained to meet Pearson requirements and made available to Pearson representatives, as required.

BTEC - Registration & Certification Policy

Aims:

- To timely register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, Icknield Community College will:

- register each learner within the awarding body requirements;
- provide a mechanism for programme teams to check the accuracy of learner registrations;
- make each learner aware of their registration status;
- inform the awarding body of withdrawals, transfers or changes to learner details;
- ensure that certificate claims are timely and based solely on internally verified assessment records;



- audit certificate claims made to the awarding body;
- audit the certificates received from the awarding body to ensure accuracy and completeness;
- keep all records safely and securely for three years post certification.

Responsibilities:

- Exams Officer: responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners
- Programme Leader: responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible
- Quality Nominee: responsible for coordinating and monitoring the learner details held with Pearson
- Senior Management: responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

BTEC - Assessment Policy

Aims:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, Icknield Community College will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment;
- produce a clear and accurate assessment plan at the start of the programme/academic year;
- provide clear, published dates for handout of assignments and deadlines for assessment;
- assess learner's evidence using only the published assessment and grading criteria;
- ensure that assessment decisions are impartial, valid and reliable;
- not limit or 'cap' learner achievement if work is submitted late;
- develop assessment procedures that will minimise the opportunity for malpractice;
- maintain accurate and detailed records of assessment decisions;
- maintain a robust and rigorous internal verification procedure;
- provide samples for standards verification/external examination as required by the awarding organisation;
- monitor standards verification/external examination reports and undertake any remedial action required;
- share good assessment practice between all BTEC programme teams;
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff;
- provide resources to ensure that assessment can be performed accurately and appropriately.

Responsibilities:

- Programme Leader: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.
- Assessor: provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
- Internal Verifier: records findings, gives assessor feedback, and oversees remedial action.



- Lead Internal Verifier (BTEC Entry Level-Level 3): by registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.

Procedures:

- Learner induction informs learners about all aspects of assessment and progress monitoring. Reference is made to national standards, assessment deadlines, the need for authentic work, and learner appeals
- Assignment design has a practical vocational focus and references the unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates is planned for and monitored during delivery of the programme.
- At the start of the programme the assessment plan is agreed and signed off by the Lead Internal Verifier.

BTEC - Internal Verification (IV) Policy

Aims:

- To ensure there is an accredited lead internal verifier in each principal subject area
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this, Icknield Community College will ensure that:

- a lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise;
- each lead internal verifier oversees effective internal verification systems within each principal subject area;
- staff are briefed and trained in the requirements for current internal verification procedures;
- effective internal verification roles are defined, maintained and supported;
- internal verification is promoted as a developmental process between staff;
- standardised internal verification documentation is provided and used;
- all centre assessment instruments are verified as fit for purpose;
- an annual internal verification schedule, linked to assessment plans, is in place;
- an appropriately structured sample of assessment from all programmes, sites and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements;
- secure records of all internal verification activity are maintained;
- the outcome of internal verification is used to enhance future assessment practice.

Responsibilities:

- Quality Nominee: ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for BTEC programmes. The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.
- Lead Internal Verifier (BTEC Entry Level – Level 3):
 - Is usually the programme leader in the principal subject area and monitors and coordinates the internal verification process for each principal subject area.
 - Registers details and accesses standardisation exercises to use with the assessment team.



- Completes and submits the standardisation exercise during a live window to gain accredited status, is registered through OSCA2 and confirms registration annually.
- Internal Verifier: verifies assessor decisions and validates assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.

Procedures:

- All Assessors, Lead Internal Verifiers and Internal Verifiers are regularly briefed on BTEC processes.
- Verification schedules are agreed annually to cover all Assessors, units and assignments.
Schedules are drawn up at the beginning of the programme and monitored through the year.
- Internal Verification of assignments is carried out before use to ensure that assignments are fit for purpose, and that any recommendations are acted upon. Documented records of effective internal verification are kept.
- The Internal Verifier verifies a sufficient sample of Assessor grading decisions to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support is given.
- Internal Verification records are correctly maintained and kept securely for 3 years after certification.
- Standards Verification/External Examination: monitoring and review procedures for standards verification and external examination outcomes is in place and deal with unsuccessful standards verification and external examination samples.

BTEC - Plagiarism and Assessment Malpractice Policy

Aim:

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of Icknield Community College and BTEC qualifications

In order to do this, Icknield Community College will:

- seek to avoid potential malpractice by informing learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice;
- show learners the appropriate formats to record cited texts and other materials or information sources;
- ask learners to declare that their work is their own;
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used;
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre / Head of exams and all personnel linked to the allegation. It will proceed according to the examinations appeal policy;
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven;
- give the individual the opportunity to respond to the allegations made;
- inform the individual of the avenues for appealing against any judgment made;
- document all stages of any investigation.

Responsibilities:

- Centre: seeks proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.



- Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.
- Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work.
- Quality Nominee: required to inform Pearson of any acts of malpractice.
- Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Procedures:

- Addressing learner malpractice:
 - All staff promote positive and honest study practices.
 - Learners are required to declare that work is their own; staff check the validity of learner's work.
 - Teachers ensure that learners use appropriate citations and referencing for research sources.
 - Assessment procedures in place to help reduce and identify malpractice.
- Addressing staff malpractice:
 - Staff BTEC induction and updating includes BTEC requirements.
 - Robust Internal Verification and audited record keeping.
 - Audit of learner records, assessment tracking records and certification claims.
- Dealing with malpractice:
 - The individual is informed of the issues and the possible consequences as well as of the process and appeals rights.
 - The individual is provided with the opportunity to respond.
 - Any investigation is carried in a fair and equitable manner
 - The awarding body is informed of any malpractice or attempted acts of malpractice, which have compromised assessment; the advice of the awarding body for any further action is sought.
 - Any penalties are appropriate to the nature of the malpractice under review.
 - Should gross misconduct be identified, it will be dealt with in accordance with learner and staff disciplinary procedures.

BTEC - Appeals Policy

Aims:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, Icknield Community College will:

- inform the learner at induction, of the Examination Appeals Policy and procedure;
- record, track and validate any appeal;
- forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted;
- will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results;



- keep appeals records for inspection by the awarding body for a minimum of 18 months
- have a staged appeals procedure;
- monitor appeals to inform quality improvement.

Responsibilities:

- Learner: responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.
- Assessor: responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time.
- Internal Verifier/Lead Internal Verifier/Senior Management: responsible for judging whether assessment decisions are valid, fair and unbiased.
- Head of Centre: responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

Procedures:

- The learner induction informs the learner of the appeals procedure.
- The learner appeals procedures are staged procedures to determine whether the assessor:
 - Used procedures that are consistent with the awarding body's requirements.
 - Applied the procedures properly and fairly when arriving at judgements.
 - Made a correct judgement about the learner's work.
- Appeals procedure stages:
 - Stage 1 – Informal: Learner consults with Assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
 - Stage 2 – Review: Review of assessment decisions by Manager and/or Internal Verifier/Lead Internal Verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
 - Stage 3 – Appeal hearing: Vice Principal (Curriculum) hears the appeal: last stage by the centre. If unresolved, move to stage 4.
 - Stage 4 – External appeal: The grounds for appeal and any supporting documentation must be submitted by the centre to Pearson within 14 days of the completion of Stage 4: a fee is levied.

Recording appeals: each stage will be recorded, dated and show either agreement or disagreement with decisions. Documents will be kept for a minimum of 18 months.

- Monitoring of appeals: undertaken by Head of Exams to inform development and quality improvement.

BTEC - Employer Involvement Policy

Aims:

- To ensure that learners undertake meaningful activity involving employers during their study.
- To ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study.
- To prepare the learner to engage actively and positively with opportunities offered with employer involvement.



In order to do this, Icknield Community College will:

- Produce an Employer Involvement plan at the start of the programme that reflects the meaningful activities that contribute to the technical qualification.
- Produce a clear and accurate meaningful activity plan that covers all learners.
- Establish and agree milestones with employers to develop, execute and review meaningful activities for learners.
- Confirm learner engagement against the defined meaningful activities identified.
- Ensure effective, reliable and accurate tracking / recording of individual learner involvement in meaningful activity in relation to the individual learner field of study.
- Prepare the learner to engage actively and positively with opportunities offered with employer involvement.
- Develop robust and accurate recording procedures that minimise the opportunity for malpractice maintain a robust and rigorous quality assurance procedure.
- Provide evidence for standards verification and quality management review as required by the awarding body.
- Monitor SV and QMR reports and undertake any remedial action required.
- Share good practice between all Technical qualification teams in reference to employer involvement.
- Ensure that all staff teaching on Technical qualifications understand the requirements and importance of meaningful employer involvement.
- Provide resources to ensure effective employer involvement and accurate monitoring and recording.
- Adopt a standardised centre approach to documentation used across the centre for the purpose of employer involvement
- An annual review of employer involvement to ensure that activities are meaningful and appropriate and enhance all future employer involvement.
- Secure records of all activities are maintained.

Roles and responsibilities

The Head of Centre is responsible for monitoring the implementation of this policy.

The Head of Exams is responsible for the integrity of the administration and completion process of all vocational qualifications at the Academy.

The Examination Manager is responsible for:

- The timely, accurate and valid registration, transfer, withdrawal and certificate claims for students. All learners must be registered by 1st November for programmes starting in September or within one month of enrolment (for other start times).
- Ensuring learner details held by the awarding body are accurate.
- Providing a mechanism for subject areas to check the accuracy of the student registration.
- Informing the awarding body where the Academy is able to apply for reasonable adjustments or special consideration for individual students.
- Arranging for the effective administration of all externally assessed units, in accordance with JCQ and examination board guidelines and policies; evaluating BTEC administration.
- Reporting results to the awarding body.
- Keeping all records safely and securely for three years post certificate.

The BTEC Quality Nominee is responsible for:



- overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.
- ensuring that all staff are aware of the systems put in place to ensure consistency and reliability of courses, assessments and accreditation.
- ensuring that Subject Leaders have followed procedures by 'Internally verifying' assignments.
- sampling assignments to ensure evidence of colleagues responding to IV feedback.
- ensuring adherence of BTEC programme to exam board's guidance.
- sampling & monitoring individual subjects' documentation.
- evaluating BTEC structures and processes and identifying development priorities.
- arranging to attend appropriate training.

The Lead IV is responsible for:

- managing assessment and internal verification of units and qualifications.
- working with teachers and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme.
- ensuring that the assessment and verification plan is fit for purpose and meets regulatory requirements before it is signed off.
- approving a single resubmission to allow a learner to meet the assessment criteria targeted, providing:
 - the learner submitted the work on time (or had an agreed extension)
 - the teacher feels that the learner will be able to provide improved evidence without further guidance
 - the learner confirmed the work was their own (by signing and dating the declaration) and
 - the assessor has authenticated the evidence.

The Head of Department is responsible for:

- Ensuring that an audit trail of learner assessment and achievement is accessible.
- Coordinating and monitoring the learner details held with Edexcel.
- Liaising with the Examination Manager about:
 - the completion of all externally assessed units.
 - the registration & certification of learners at appropriate level.
- Lead and coordinate the writing of assignments
- Issue Assignment to students after IV adjustments
- Internally verifying assignments.
- Responding to IV feedback.
- Ensuring adherence of BTEC programme to exam board's guidance.

The BTEC subject teacher is responsible for:

- Supporting Subject Leader by writing assignments as required. Internally verifying assignments.
- Responding to IV feedback.
- Issuing Assignment to students after IV adjustments.
- Completing OSCA Accreditation (to become a lead IV) in subject area.
- Ensuring adherence of BTEC programme to exam board's guidance.

All students are responsible for:

- Ensuring 100% attendance and punctuality to all lessons.



- Completing assignments with original work and following the guidance given by their subject teacher to the best of their ability and within given timeframes. Failure to do so will carry sanctions in accordance BTEC regulations.



Appendix 1: Centre approval criteria

The declaration made by the Head of Centre when making a centre approval contains the following criteria:

- my organisation will co-operate fully with Pearson Edexcel;
- my organisation will not undertake any activity or advertising that could bring the name of Pearson Edexcel into disrepute;
- I have authorised the person named above to act as contact for this application;
- no material in this application has been plagiarised. I confirm that any material in this application that is the intellectual property of another person or organisation is used with the express permission of that person or organisation;
- my centre will operate any required external tests in full accordance with Pearson Edexcel and OFQUAL/ACCAC/CCEA procedures;
- I understand that qualification approval is subject to review, and if quality is not maintained approval may be withdrawn;
- I understand that approval of a qualification by Pearson Edexcel does not imply or guarantee that it will be supported by public funding bodies;
- I confirm that we will regularly monitor, review and evaluate our operations;
- I confirm that information supplied to the Awarding Body for the purposes of registration and certification will be complete and accurate;
- I confirm that we will implement the agreed equal opportunities access and fair assessment policies and procedures;
- I confirm that the assessment procedure will be open, fair and free from bias;
- I confirm that queries about qualification specifications, assessment guidance or related awarding body information will be resolved and recorded;
- I confirm that we will make available to Pearson Edexcel any materials records, information or documents associated with the delivery of the qualification(s) and allow Pearson Edexcel officials access to such materials, premises and learners, for the purpose of auditing and external verification;
- my centre will not extend its boundaries overseas;
- learners will be informed of their registration status;
- my organisation has not had approval declined or withdrawn by another awarding body;
- the roles, responsibilities, authorities and accountabilities of the assessment and verification team across all sites are clearly defined, allocated and understood;
- I confirm that the Awarding Body will be notified of any changes, which may affect the centre's ability to meet the approved centre criteria;
- my organisation will keep a complete copy of this approval application for the lifetime of the qualification;
- my organisation will retain a copy of the learners' assessment and internal verification records for a period of three years following certification of the learner.



Appendix 2: Qualification approval criteria

The confirmation made by the Head of Centre's nominee when making a qualification approval contains the following criteria:

- there are procedures in place for the systematic monitoring, review and evaluation of this qualification;
- the centre's policy on equality of opportunity is operational;
- routes of progression are identified and made clear to all learners;
- there are appropriate teaching and learning opportunities planned;
- there will be opportunities for learners to be involved in and be given responsibility for their own learning;
- all learning opportunities will have relevance to employment within the sector;
- the assessment procedure will be open, fair and free from bias;
- assessment methodology will be valid and reliable and will not advantage or disadvantage any group of learners or individuals;
- policies and procedures for the internal verification of assessment are in place;
- the physical resources for each qualification, as described within the specification are available and sufficient for all learners;
- although centres will be given approval to offer all units within the relevant specification, Icknield Community College must confirm that will only deliver units where there is appropriately qualified staff and sufficient resources to support the delivery;
- staff delivering each qualification are sufficient in number and have the appropriate and current vocational experience and relevant qualifications;
- a system is in place to ensure on-going staff development and updating in relation to the vocational areas covered by this application.

Appendix 3: Meeting deadlines

All student work is regularly monitored to ensure that students maintain appropriate pace, remain focused and do not fall behind with their work. When concerns arise these are initially discussed with the student concerned. Should the concerns continue, the relevant Head of Department will be informed. Students are spoken to and appropriate action taken to help all students meet deadlines.

a) Missed deadlines

- Missed BTEC deadlines should be treated as missed homework deadlines and carry the same sanctions according to Key Stage, i.e. C3/C4 detention for KS4 students, Overtime for Sixth Form students. Head of Department and Head of Year/Sixth Form are also informed.
- Repeatedly missing deadlines – Head of Sixth Form meets with student and parents and implements an action/support plan to ensure that time is managed effectively and no further deadlines are missed.
- Should the student continue to miss deadlines, further disciplinary action is considered.
- The Lead IV is kept informed at all stages.

b) Re-submissions

- Students have **one** chance and 10 days to improve a failed assignment and re-submit.



- Re-submissions must be signed off on the Assessment Record Sheet by the Lead IV in the subject area.
 - A re-submission attempt can only be authorised if BTEC criteria has been met originally.
- c) Deadline extensions
- If a student has an authorised illness absence, the assessor and Lead IV may authorise a deadline extension.
 - Extensions are decided by the Lead IV and new deadlines are clearly recorded on the student's copy of the assignment and the assessor's tracking sheet.
- d) Retakes
- If the student has not achieved the Pass criteria in a given assignment, a new assignment needs to be issued which allows the student to achieve the pass criteria only.

Appendix 4 Conducting tests

Tests are an assessment of the learner's knowledge and understanding. The test papers and test items are Pearson copyright and should not be reproduced or published without prior written consent from us. Any reproduction of test questions in revision documentation or student notes will be viewed as an infringement of copyright and will be viewed as malpractice to which sanctions including the revocation of centre approval may apply.

Roles and responsibilities

The Exams Manager and an Invigilator administer the tests. These two roles are performed by separate people. Neither is the trainer who delivered the training to the learners undertaking the test.

Test Manager (Centre Manager or the nominated person)

This person holds responsibility for test security and must ensure that the testing procedure is followed. Their responsibilities are:

- downloading and printing tests from the secure website
- ensuring that any re-sit learners have been given a different test paper
- creating a seating plan
- completing test logs and ensuring the storage of test records
- photocopying/scanning of the test answer sheets prior to returning the originals
- ensuring safe storage and dispatch of test papers
- preparing the invigilator to undertake their role in line with the testing procedure (this may also include confirming the identity of learners and checking eligibility for exemption from a test or training).

Invigilator

The Invigilator has the following responsibilities:

- ensuring the test room meets the requirements specified in the procedure
- ensuring no reference material which might be helpful to candidates is displayed in the test room
- distributing and collecting test papers and answer sheets to the learners on the test day
- recording evidence of learners' identities
- recording any changes to the seating plan
- ensuring the test is conducted under examination conditions
- ensuring learners do not commit malpractice (e.g. cheat), copy or in any other way gain an unfair advantage when taking the test
- reporting any issues of learner malpractice or misbehaviour during the test to the centre manager



- they do not need any knowledge of the syllabus or be a qualified trainer.

Appendix 5 Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates.
 - Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
 - Failure to keep candidate coursework/portfolios of evidence secure.
 - Fraudulent claims for certificates.
 - Inappropriate retention of certificates.
-
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
 - Producing falsified witness statements, for example for evidence the learner has not generated.
 - Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework.
 - Facilitating and allowing impersonation.
 - Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
 - Falsifying records/certificates, for example by alteration, substitution, or by fraud.
 - Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Appendix 6 Distance / Blended Learning

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

Steps to ensure this:

- Contact the families of those students whom we would expect in school during any lockdown period to check on their plans for attendance / non-attendance.
- Ensure that students who require IT support (laptops, Chromebooks, internet etc) have been supported to access their learning online.
- Train every student in the school on use of Microsoft Teams
- Train all staff on use of Microsoft Teams
- Support staff in the setting up of their rooms and resourcing so that they are able to deliver their lessons from their classrooms via Microsoft Teams to their groups. Lessons will in some cases be accessed by students at home and students also present in the room: teachers need to be aware of this in their planning and delivery.
- Ensure that students are aware that the school day will run to our normal five-lesson timetable. Students working at home will be expected to join Microsoft Teams calls for each of their lessons, including tutor time, from 8.30am.



- Run test events on 20/10/20 (Year 11) and 21/10/20 (Year 10) where students follow their regular timetables (as above) from home.
- Evaluate test event and put in place a list of actions to ensure that we are ready for either rota-based lockdown or full lockdown.
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.



BTEC ENTRIES

| Action | Who | When | What next? |
|--|-----------------------------------|------------------------------|---|
| All BTEC entries to Exams Manager, using appropriate template. | HoD or postholder | End of September. | Exams Manager will process these entries (for the full course students are studying). |
| Produce a spreadsheet with all entries and share with BTEC Coordinator and HoDs. | Examinations manager | Mid October. | HoDs to check that all BTEC students have been entered for the right course. |
| Confirm accuracy of entries, identify errors and omissions. | BTEC Lead IV, HoDs or postholders | End of October. | Exams Manager will address any issues. |
| Produce a revised spreadsheet of all entries. | Examinations manager | 1 st of November. | Copies to all HoDs, BTEC Coordinator, Head of Exams. |
| ON LINE ASSESSMENT/EXAMINATIONS | | | |



| | | | |
|---|-----------------------------------|---|---|
| All entries to Exams Manager – at time appropriate to the assessment window. | BTEC Lead IV, HoDs or postholders | In time for the appropriate assessment window. | Exams Manager to process all entries. |
| Produce a spreadsheet of all entries. | Examinations manager | As soon as the entries are completed. | Copies to all HoDs, BTEC Coordinator, Head of Exams – HoDs to check for accuracy. |
| Arrangements for external assessment, in accordance with guidelines and policies (Pearson Edexcel, JCQ) | Examinations manager | All in place at least month before the exam is due. | Examination timetables to candidates, Exams Manager. |
| Students taking the (online) exams. | | | External examinations policy followed. |
| SUBMITTING BTEC RESULTS – Course Completion | | | |
| Action | Who | When | What next? |
| Template generated for collecting results – this will require the exact name of | Examinations manager | According to Icknield Community college’s calendar | Share template with all staff concerned. |



| | | | |
|--|---------------------------------------|---|--|
| each unit completed and the grade achieved in this unit by each student as well as the overall grade for each student. | | | |
| Templates showing the results for all BTECs returned to Exams Manager. | HoD or postholder | No later than a week after the published BTEC completion date (Academy's calendar). | All results processed. |
| Produce a spreadsheet of results | Examinations manager | Within two weeks of collecting all results from HoDs / postholders. | HoDs check for accuracy. |
| Confirm accuracy of results, identify errors and omissions. | BTEC Coordinator, HoDs or postholders | End of May | Exams manager to address any issues. |
| Half-term BTEC teacher meetings to ensure consistent approach and address potential issues / queries. | BTEC Lead LV | Every Half-Term | HoDs to follow up on matters arising, BTEC Coordinator to monitor. |
| Check all certificates for accuracy | Examinations manager | As soon as they arrive | Follow up on any issues follow up as appropriate. |



| | | | |
|--|-----------------------|--|--|
| Produce a final spreadsheet of all results | Examinations manager | By end of June | Copies to BTEC Coordinator, HoCentre HoDs |
| BTEC – Unit completion, Verification & Standardisation | | | |
| Action | Who | When | What next? |
| Clear timeline in place for completion of units. PoLs support quality learning within guided learning hours. | HoD or postholder | Before the academic year starts. | Teachers are clear of which units to teach, how and timescale for the completion of each unit. |
| Every unit completed is standardised across the department according to the Assessment Plan for the Course/Subject area. | HoD, BTEC Coordinator | Within 2 weeks of completing the unit. | Evidence of standardisation recorded and shared with LT line manager and Lead IV. Outcomes recorded, follow up actions in accordance with BTEC Policy. |
| Address possible issues from standardisation. | HoD or postholder | No later than a week after the standardisation/verification process. | Checked by LT line manager and Lead IV. |



| | | | |
|---|-------------------|--|--|
| Appropriate and timely arrangements for IV are in place and adhered to. Verification is effective. | BTEC Lead IV | According to departmental schedule approved by the BTEC Lead IV. | Potential issues addressed within a week. |
| Verified assessment outcomes updated to departmental tracking sheet. | HoD or postholder | Within 3 weeks of completing the unit of work. | Checked by LT line manager and BTEC Coordinator. |



Appendix M - Distance / Blended Learning

Distance / Blended Learning

Aims:

1. To ensure that blended learning delivery meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

Steps to ensure this:

- Contact the families of those students whom we would expect in school during any lockdown period to check on their plans for attendance / non-attendance.
- Ensure that students who require IT support (laptops, Chromebooks, internet etc) have been supported to access their learning online.
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- Train all staff on use of Microsoft Teams
- Support staff in the setting up of their rooms and resourcing so that they are able to deliver their lessons from their classrooms via Microsoft Teams to their groups. Lessons will in some cases be accessed by students at home and students also present in the room: teachers need to be aware of this in their planning and delivery.
- Ensure that students are aware that the school day will run to our normal five-lesson timetable. Students working at home will be expected to join Microsoft Teams calls for each of their lessons, including tutor time, from 8.30am.
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- Evaluate test event and put in place a list of actions to ensure that we are ready for either rota-based lockdown or full lockdown.
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.