



DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy



Examinations

Policy and Procedures

(in accordance with JCQ regulations/guidance)

2020-2021

To be reviewed annually by the Senior Leadership Team and Examinations Officer, and every 3 years by Governors (*next review: summer 2021*)

History of Document

Issue No	Author/Owner	Date Reviewed	Comments
Issue 1	NHu	Sept 2020	Updated qualifications offered (pg 6), examination days (pg 8), results day (pg 9), removed fee for appeals (pg 10 & pg 12) and contingency plan (Appendix 3: Teaching staff extended absence, Invigilators absent/not appropriately trained).
Issue 2	NHu	April 2021	Added Appendix 4: Applicable to summer 2021 only.



Debenham High School



A Church of England High Performing Specialist Academy

Contents

1. Exam responsibilities
2. The statutory tests and qualifications offered
3. Exam series and timetables
4. Entry, entry details and Late Entries
5. Exam fees
6. The Disability Discrimination Act (DDA), special needs and access arrangements
7. Estimated / Forecast grades
8. Invigilators and exam days
9. Candidates, clash candidates and special consideration
10. Results, enquiries about results (EARs) and access to scripts (ATS)
11. Certificates
12. Coursework, Non-Examination Assessment and appeals against internal assessments

Appendix 1: Emergencies

Appendix 2: Internal Appeals Form

Appendix 3: Contingency Plan

Appendix 4: Confidentiality, Malpractice, Conflict of Interest, Private candidates, Student absence and Cyber attacks (Summer 2021 only)

The purpose of this examination policy is:

- To ensure the planning and management of exams and non-examination assessments is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exams system with clear guidelines for all relevant staff.
- To ensure that non-examination assessments are organised, conducted and assessed by staff who have the appropriate knowledge, understanding and skill.

It is the responsibility of everyone involved in the school's exams procedures to read, understand and implement this policy.

Where references are made to JCQ Regulations / guidelines further details can be found at www.jcq.org.uk.

Procedures and Protocols

Exam responsibilities

Head of Centre

The Headteacher has overall responsibility for the school as an examination centre.

- Is responsible to the Awarding Bodies for making sure all examinations and assessments are conducted according to the instructions and the qualification specifications issued by the Awarding Bodies.
- Advises on the submission of appeals and re-marks.
- Is responsible for reporting all suspicions or actual incidents of malpractice in accordance with the JCQ document *Suspected malpractice in examinations and assessments*.

Deputy Head

Responsible for the conduct of internal and external examinations.

- Oversees start and finish of GCSE and Mock examinations.
- Responsible for candidate behaviour.
- Responsible for emergency procedures (see Appendix 1).
- Appoints Year 10 prefects before start of summer examinations to assist in maintaining quiet for those examinations which continue through school breaks.

Assistant Head (Curriculum)

- Responsible for timetabling internal examinations for Year 7-11.
- Coordinator for Non-Examination Assessment (NEA). Consults with teaching staff to ensure that necessary NEA is completed on time and in accordance with JCQ guidelines.

Exams Officer

Manages the administration of public and internal examinations and analysis of examination results.

- Acts on behalf of the centre in matters relating to the administration of Awarding Body examinations and assessments.
- Advises the Senior Leadership Team, teaching staff and relevant support staff on annual examination timetables and application procedures set by the various Awarding Bodies.
- Ensures that the school calendar includes all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.
- Obtains detailed data on estimated entries from subject heads and submits it to examination boards.
- Maintains systems and processes to support the timely entry of candidates for their examinations.
- Receives, checks and stores securely all examination papers and completed scripts.
- Administers access arrangements in conjunction with the SENCO.
- Makes applications for special consideration using the JCQ *Access Arrangements, Reasonable Adjustments and Special Consideration* regulations for candidates who are eligible for adjustments in examinations.
- Identifies and manages examination timetable clashes.
- Accounts for income and expenditures relating to all examination fees.
- Organises the recruitment, training and monitoring of the team of Exam Invigilators responsible for the conduct of examinations.
- Displays a seating plan for each examination and provides invigilators with all the necessary information for each examination.
- Submits candidates' NEA marks / papers, tracks despatch and stores returned NEA and any other material required by the appropriate Awarding Bodies correctly and on schedule.
- Follows up any reports of Malpractice during examinations and reports these to the Head of Centre.
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with SLT, any appeals/re-mark requests.

Invigilators

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

The role of the invigilator is to ensure that the examination is conducted according to the JCQ *Instructions for Conducting Examinations (ICE)*. This implies in brief:

- Ensure all candidates have an equal opportunity to demonstrate their abilities.
- Ensure the security of the examination before, during and after the examination.
- Prevent possible candidate malpractice.
- Prevent possible administrative failures.

Invigilators must:

- Maintain an air of quiet authority
- Give all their attention to conducting the examination properly
- Be able to observe each candidate in the examination room at all times
- Be familiar with emergency procedures
- Be familiar with the JCQ Instructions for Conducting Examinations (ICE)
- Be familiar with the JCQ Mobile Phone poster, JCQ Information for candidates, the JCQ Warning to Candidates and any specific instructions relating to the subjects being examined
- Inform the Headteacher if they are suspicious about the security of the examination papers. (In such cases, the Headteacher must inform the Awarding Body immediately and send a full written report within 7 days of the suspicion arising.)

Heads of Faculty/Department/Subject

- Guidance and pastoral oversight of candidates about examination entries or amendments to entries.
- Responsibility for ensuring that appropriate candidates are chosen and taught.
- Check each year for changes in syllabus content, assessment etc.
- Inform Exams Officer at the start of the year of estimated entries with exam board and syllabus codes.
- Decide on appropriate levels of entry.
- Inform SENCO of candidates needing Access Arrangements (eg extra time, reader, scribe) as soon as possible after the start of the course and provide evidence from teachers which demonstrates this need.
- Accurately and punctually complete entry and all other mark sheets, to deadlines set by the Exams Officer.
- Accurately and punctually complete coursework mark sheets and declaration sheets and pass to the Exams Officer well before the deadline set by the exam boards.
- Advise the Headteacher about post-results enquiries.

Special Educational Needs Co-ordinator (SENCo)

- Responsible for Access Arrangements in conjunction with the Exams Officer.
- Identification and testing of candidates requirements for Access Arrangements and notifying the Exams Officer in good time so EO is able to put arrangements in place for examination day.
- Makes on-line application to awarding bodies.
- Advises subject teachers in order to help SEN pupils achieve their potential.
- Ensures that additional support is available for SEN where access arrangements have been approved by the awarding bodies.
- Ensures that the request for access arrangements is response to learning need as identified by teacher, not medical professional or parent/carer.

Network Manager

- Responsible for providing facilities for on-screen tests.
- Available throughout on-screen tests to provide technical support in case of malfunctioning of equipment, software or the on-screen test itself.

GCSE Candidates

Responsible for

- Checking their own personal details and entries and reporting errors to Exams Officer.
- Reading the school Exams Handbook and JCQ notices.
- Understanding NEA regulations and signing a declaration that authenticates this work as their own.
- Completing NEA by the date set by the teacher.
- Informing the school, the Exams Officer or the Exam Invigilator of any event (eg illness before or during an examination, bereavement or other trauma, disadvantage or disturbance during an examination) for which special consideration might be sought from the examination board.
- Ensuring they conduct themselves in all examinations according to JCQ regulations – “Information for candidates” & “Warning to candidates”, (copies of each in Students GCSE examinations handbook).

Qualifications

- The qualifications offered at this school are decided by the SLT and Heads of Faculty/Department.
- The school is generally not able to enter students for examinations once they have left the school.
- The qualifications offered are GCSE, BTEC, Cambridge Nationals and ASDAN.
- Informing the Exams Officer of changes to a specification is the responsibility of the Heads of Department.
- The Headteacher will decide if the school can administer examinations related to study outside of school hours. Parents/carers may be asked to pay for any cost incurred for the administration of such examinations.

Examination series and timetables

Examination series

- Internal examinations are held under examination conditions and are scheduled as follows:

November/December	Mock GCSEs	Year 11
January/February	School exams	Year 9
March	Mock GCSEs	Year 10
April/May	School exams	Year 8
April/May	School exams	Year 7
- External GCSE exams are scheduled in May/June.

Timetables

- The Exams Officer will circulate the examination timetables for internal and external examinations via notice boards, website and email.
- The Exams Officer will issue candidates with a personal timetable for GCSE examinations. Candidates are responsible for checking all details including name and date of birth, and signing a tear-off slip to confirm. Parents/Carers will be alerted by email.
- Amendments: the Exams Officer will issue revised personal timetables, clearly marked as such, when changes are made. Candidates will be asked to sign to confirm they have received the amended timetable. Parents/Carers will be emailed to inform them that a change has been made.

Entries, Entry Details and Late Entries

- Candidates are selected for their examination entries by Heads of Faculty/Department/Subject.
- Candidates, or parents/carers, can request a subject entry, change of level or withdrawal.
- The school does not normally accept entries from external candidates.
- The Exams Officer informs Heads of Faculty/Department about entry deadlines.
- Late entries are authorised by SLT and Heads of Faculty/Department.
- Penalty fees may, if appropriate, be charged to Departments or parent/carers

Examination Fees

- The school will pay all normal examination fees on behalf of candidates.
- 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 **before** examination board deadlines. Any fees generated after official examination board deadlines will be charged to the department.

Disability Discrimination Act (DDA), special needs and access arrangements

DDA

- All staff with responsibility for examinations must ensure that they meet the disability provisions under the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.
- A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.
- Pupils with disabilities must be given full access to exams according to their needs.

Special needs

- A candidate's special needs requirements are determined by the SENCo, from evidence submitted by teachers, in consultation, if necessary, with a doctor, Educational Psychologist or Specialist Teacher.
- Statemented pupils are automatically eligible for up to 25% additional time in exams.
- At the beginning of a course, Heads of Department refer any other pupils whom they consider to be in need of special facilities to the SENCo for assessment.
- The SENCo will inform teachers and the Exams Officer of any special arrangements that individual candidates can be granted during the course and in the exam.

Access arrangements

- Making access arrangements for candidates to take examinations / NEAs is the responsibility of the SENCo and the Exams Officer.
- Access Arrangements should reflect the learning need and normal way of working of a candidate in the classroom. Examinations must be taken in a candidate's normal way of working.
- Submitting completed access arrangement applications to the Awarding Bodies is the responsibility of the SENCo but is normally carried out by the Administrative Assistant to SENCo.
- Providing evidence and completing Form 8 in support of an access arrangement application is the responsibility of the SENCo.
- Rooming for access arrangement candidates will be arranged by the Exams Officer with the Administrative Assistant to the SENCo.
- Invigilation and support for access arrangement candidates will be organised by the Exams Officer with the Administrative Assistant to the SENCo.

Estimated / Forecast grades

The Heads of Faculty/Department and subject teachers will submit estimated/predicted grades to the Exams Officer in late March every year. These grades go to Sixth Form Colleges.

Invigilators and examination days

Invigilators

- External Invigilators will be used for all external examinations and Upper School internal examinations where possible.
- The recruitment of Invigilators is the responsibility of the Exams Officer.
- Securing the necessary DBS clearance for new Invigilators is the responsibility of the Exams Officer.

- All invigilators must have DBS clearance
- Invigilators are trained, timetabled and briefed by the Exams Officer in accordance with JCQ *Instructions for Conducting Examinations (ICE)* document.
- Invigilators' rates of pay are set by the Headteacher.

Examination days

- The Exams Officer will book all examination rooms after liaison with other users and make the question papers and other examination stationery and materials available for the Invigilator.
- The Caretaker is responsible for setting up the main examination rooms, while invigilators are responsible for the smaller rooms.
- The Exams Officer/Lead Invigilator will start all examinations in accordance with JCQ guidelines.
- Senior members of centre staff approved by the head of centre, who have not taught the subject being examined, may be present at the start of the examination(s):
 - to assist with the identification of candidates
 - to deal with any disciplinary matters
 - to check that candidates have been issued with the correct question paper (particularly where optional or tiered papers are involved)
 - to check that candidates have the appropriate equipment and materials for the examination.
- Members of centre staff may not:
 - have access to the examination question paper unless this is specifically requested by either the Exams Officer or Lead invigilator. For example, a possible printing error has been identified and, in the absence of an erratum notice, the Exams Officer needs this to be verified by the relevant subject teacher before contacting the Awarding Body.
 - give any indication of their opinion of a question paper to candidates, verbally or otherwise, having been asked to inspect the content.
- Subject teachers may be on hand in practical examinations in case of any technical difficulties.
- Examination question papers must not be removed from the examination room before the end of a session.
- Spare question papers will be distributed to Heads of Department once all students have finished writing the examination and all completed answer books have been locked away securely in the storage facility.

Candidates, clash candidates and special consideration

Candidates

- The Exams Officer will provide a written Examinations Handbook to all Year 10 and Year 11 students on their return from October half term.
- The school's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and the school accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates are expected to stay for the full examination time.
- Candidates may only leave the examination room for a genuine purpose (illness or toilet break) and must be accompanied by a member of staff.
- The Exams Officer will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

Clash candidates

- The Exams Officer will be responsible for the supervision of escorts, identifying a secure venue and arranging overnight stays where necessary.

Special consideration

- Should a candidate be unwell before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or be otherwise disadvantaged or disturbed during an examination, it is the candidate's responsibility to alert the school, the Exams Officer, or the Exam Invigilator, to that effect.
- The candidate must support any special consideration claim with appropriate evidence within three days of the examination; for example: a letter from the candidate's doctor.
- The Exams Officer will then forward a completed Special Consideration form to the relevant awarding body within seven days of the examination.

Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

Results Day

- Candidates will receive individual results slips on results days either in person at the school; by post to their home addresses; or by email (providing this has been arranged with the Exams Officer in advance).
- A named person may collect results with the candidate's written permission.
- Arrangements for the school to be open on results days are made by the Headteacher.
- The provision of staff on results days is the responsibility of the Headteacher.
- If the school is unable to open on results day due to unforeseen circumstances, communication will be sent out to parents by text and email. The notification will also be added to the school website

Enquiries after Results (EARs)

- EARs may be requested by school staff or candidates if there are reasonable grounds for believing there has been an error in marking.
- EARs may be requested if a candidate is close to the next higher grade boundary.
- If a result is queried, the Headteacher will decide whether to request a re-mark at the school's expense.
- When the school does not support a candidate or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of school staff, they will be charged. If the **grade** is increased as a result of the EAR the parent/carer will be reimbursed.
- A candidate's consent must be obtained before any EAR is made.

Access to Scripts (ATS)

- After the release of results, candidates may ask the Exams Officer to request the return of scripts. The Awarding Bodies charge for this service and the cost is passed on to the parent/carer. No scripts are released until after the final outcome following Enquiries After Results.
- School staff may also request scripts for investigation or for teaching purposes; the cost will be borne by the Department. The consent of candidates **must** be obtained.
- GCSE re-marks cannot be applied for once a script has been returned.

Certificates

- Candidates are informed by a letter from the Headteacher on results day that they may collect their certificates at a Commemorative Assembly Evening in November.
- Certificates may be collected on behalf of a candidate by a third party, provided they have the candidate's written authorisation to do so. The third party must sign to confirm that they have collected the certificates.
- Replacement certificates are only issued by Awarding Bodies and a candidate must pay the costs incurred.
- Any work which is held in school from students GCSE courses will be stored until the end of the Autumn term after students have left. We will send reminder letters to students to this effect before we dispose of any work.

Appeals against internally assessed marks

Debenham High School is committed to ensuring that whenever its staff assess candidates' work for external qualifications, this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Debenham High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a set of work is divided between staff, consistency is assured by internal moderation and standardisation.

If a candidate believes this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. If a candidate requests a review of the centre's marking, it must be done **before** marks are submitted to the awarding body (see pt 2 below).

Appeals Procedure

1. All candidates are informed about the appeals procedure when they start their coursework.
2. Appeals should be made as early as possible and no later than 09 April (internally assessment coursework is due with the examination boards by the end of the first week in May each year).
3. Appeals must be made in writing by the candidate's parent/carer to the Headteacher (See Appendix 2). Either the Headteacher or a senior member of staff will conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.
7. Should the student be dissatisfied with the written response, he/she has right of appeal to the Hearing and Pupil Discipline Committee of the Governors of the school.

After candidates' work has been internally assessed it is moderated by the awarding body to ensure consistency between examination centres. The moderation process can lead to mark changes. This process is outside the control of Debenham High School and is not covered by this procedure.

Head of Centre: Mr S Martin

Date:

Exams Officer: Mrs N Hughes

Date:

Appendix 1

EMERGENCIES

Debenham High School

Exams Procedure in Emergencies

NEVER LEAVE CANDIDATES UNATTENDED!!

Phone Exams Office on 01728 862914 or Exams Officer's mobile phone

The invigilator **must** take the following action in an emergency such as a fire alarm or such circumstance that requires all personnel to evacuate the building.

- Stop the candidates from writing and tell them to remain silent.
- Collect the attendance register and make a note of the time of the interruption.
- Instruct candidates to leave all question papers and scripts in the examination room.
- Evacuate the examination room in silence in accordance with the yellow Fire Drill Arrangements notice by each exit door.
- Supervise the candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates and there is a suitable venue, consider the possibility of taking the candidates (with question papers and scripts) to that venue to finish the examination.
- Make a full report of the incident and of the action taken, which must be sent to the relevant awarding body.

Appendix 2

Internal appeals form

This form should be completed in all cases to lodge an appeal. Please tick to indicate what the appeal is against:

- ☐ an internal assessment decision
☐ the centre decision not to support an enquiry about results
☐ the outcome of an enquiry about results

Name of appellant		Candidate name <i>if different to appellant</i>	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

Appeal against an internal assessment decision

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

Signature:

Date of signature:

Appeal against the centre decision not to support an enquiry about results

Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature:

Date of signature:

Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work.

Signature:

Date of signature:

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure

Appendix 3

Contingency Plan 2020 – 2021

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
Absence of Exams Officer on examination day	EO has keys to exams office and secure storeroom, is aware of seating plans, clashes and any access arrangements	Examination papers unavailable / delayed start to the examination Examination rooms not ready Access arrangement students not having correct support / rooming during examination	Duplicate set of keys available Seating plans, access arrangement sheets, candidate ID cards and invigilator & room allocation sheets sorted in advance of exams and locked in exams office Exams papers locked in secure room and clearly labelled. Someone assigned to distribute relevant paper work and exam papers to lead invigilator.	SMc NHu (EO) NHu (EO) SMc / SMa
Teaching staff extended absence	Key tasks not undertaken: Estimated entry information not provided to the exams officer on time Final entry information not provided to the exams officer on time NEA not set/issued/taken by candidates as scheduled	Pre-release information not being received by candidates Candidates not being entered for exams/assessments or being entered late resulting in penalty fees being charged by awarding bodies Candidates not being informed of centre assessed marks before marks are submitted to the awarding body i.e. no chance given to appeal marks if not satisfied Candidates missing awarding body deadlines	The Examinations Officer to liaise with Head of Department and/or SLT, if necessary, to ensure all deadlines are adhered to. Head of Centre responsible for ensuring the priority for teaching is the examination cohort and staff will be covered in good time.	HoD SMa NHu

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
Major systems failure on examination entry or examination amendment deadline date	Exam entries / amendments cannot be made via SIMS and A2C	Examination board deadlines cannot be met, resulting in charges for late fees	Inform IT office. Call examination boards to find out what the options are	NHu IT staff
Fire during examination	Evacuation of examination rooms	Lives endangered Spoiled examination scripts	Invigilators and SLT aware of examination room fire procedures. Students aware of meeting point. Adequate fire alarms and all in working order. Security of examination must be maintained. Special consideration forms to be completed	NHu SLT Caretaker / KVo External invigilators
Non receipt of examination papers	Unable to hold examination / delayed start	Delays and upset to students	Maintain checks on receipt of examination papers. Contact examination boards in good time regarding any missing papers.	NHu
Incorrect entry made	Student receives incorrect examination paper	Affects student grade	Students required to double check individual timetable and sign acknowledgement slip. Subject teacher / heads of department to check and sign off entry marksheets or lists before deadline. If error only picked up on day of examination, students to inform EO or invigilator before examination begins.	NHu HoDs Teaching staff Students Invigilators
Receiving late entry information	Deadline not met	Late fees will be charged to departments. Extra administrative work for EO.	Head of departments to be aware of all examination deadlines. Heads of department to check and sign off entry marksheets or lists before deadline.	NHu HoDs

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
Adverse weather conditions	Centre staff, invigilators or candidates delayed arrival at centre	Possible delay of start to examination	Check weather reports. Inform examination board re delay to start. Possible change of venue. Keep candidates isolated. Special consideration applications	NHu SLT
Examination centre unavailable due to unforeseen emergency		Possible delay of start to examination	Notify all students and support staff concerned. Contact relevant exam board to inform them. Use gymnasium at Debenham Leisure Centre (next door to school) and their IT facilities (if required) for printing/accessing SIMS database	NHu
Student taken ill during examination		Possible disruption to other students	Invigilators aware of policy. EO / first aider called. Special consideration	NHu Invigilators First Aiders
Student caught cheating / being disruptive during examination		Possible disruption to other students Malpractice	Invigilators report problem to EO. Warning to candidate(s) involved EO and SLT to deal with malpractice issues if continued after warning. Malpractice form completed.	Invigilators NHu SLT
Student late for examination		Possible delay of start to examination (if student assigned to main examination room)	Reception to inform SMa/SMc/NHu of late arrival EO/invigilators to be made aware of late student in examination hall. Where possible, move student to different room to avoid disruption. Very late students need to be reported to examination board by EO.	Reception SMa / SMc NHu Invigilators

Activity	Adverse Occurrence	Adverse Outcome	Control Measures	Person Responsible
Student absent	Delayed start to examination	Disruption to other students	<p>Reception to inform SMA/SMc/EO if any parents have called in to advise that their child is running late or is too unwell to write an examination.</p> <p>Lead invigilator to contact EO if any students absent and unaccounted for</p> <p>Parents of child to be contacted if no word has been received from them.</p> <p>If student arrives more than 1 hour after published start time, a 'very late' form needs to be completed and sent with student's examination script.</p> <p>If student is unwell, a special consideration form must be completed (medical documentation needed to support claim).</p>	<p>Reception</p> <p>Lead Invigilator</p> <p>SMA/SMc</p> <p>NHu</p>
Invigilators - lack of appropriately trained invigilators or invigilator absence	Possible delay to start of examination	<p>Invigilator shortage on peak examination days</p> <p>Invigilator/s absence on examination day</p>	<p>EO to review invigilation staffing, at short notice if need be, to ensure that adequate supervision arrangements are in place</p> <p>Where a candidate needs to be in a separate room due to illness or a pre-determined access arrangements the EO will ensure that appropriate supervision is provided for the duration.</p> <p>TAs and GIs to step in where necessary (trained by SENCo)</p>	<p>NHu</p> <p>SENCo</p>

Contingency plan for the examination system in England, Wales and Northern Ireland

This plan is jointly owned by Ofqual, DfE, Welsh Government, DENI, CCEA, AQA, City & Guilds, OCR, Pearson, VCTC, WJEC, JCQ and UCAS. (Published: 13/02/2015)

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

Introduction to the contingency plan

The scale of the exams, qualifications and testing system in England, Wales and Northern Ireland is huge, involving more than a million learners each year and thousands of schools and colleges. It is vital that a system of this size has a robust and co-ordinated contingency plan in place to deal with any major disruption that may affect candidates.

All awarding bodies have their own well-established contingency plans in place to respond to such disruptions, and these have been implemented already on numerous occasions. This joint contingency plan takes into account these processes and procedures and is designed to complement them, not replace them.

Aims of the Joint Contingency Plan

The Joint Contingency Plan is designed to ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates across several awarding bodies.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding standards.

It will be implemented only in the event of major disruption to the system and any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

In the event of a crisis being declared, all organisations involved will provide timely, accurate information to centres, students, parents and the public detailing any action they need to take regarding examinations.

Future actions

The Joint Contingency Plan is a living document and is subject to regular reviews and amendments by the involved parties to ensure it continually represents the latest experiences and expertise to ensure appropriate responses to disruption to the exams, qualifications and testing system.

If any situation causing disruption to the system escalates to a point where current contingencies are no longer sufficient, the identified Crisis Management Team, consisting of representatives of all organisations involved, will be convened to agree additional actions required.

Background / Ownership

The Joint Contingency Plan was first developed in 2006 and is reviewed and updated on an annual basis. The agencies involved are Ofqual, CCEA, WJEC, Department for Children, Schools and Families (England), the Department for Children, Education, Lifelong Learning and Skills (Wales), the Department of Education (Northern Ireland), JCQ, the unitary Awarding Bodies, UCAS and Higher Education institutions. While Scotland operates a different examinations system, the Scottish Qualifications Authority has been involved in the compilation of the plan to ensure its approach adopts the same principles of fairness, transparency, evidence and integrity.

Appendix 4: Summer 2021 only

Confidentiality, Malpractice, Conflict of Interest, Student absence and Cyber attacks

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential. This will be made clear at a whole school and departmental level.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*
 - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
 - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
 - *failure to keep appropriate records of decisions made and teacher assessed grades.*

- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

D. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

Student absence/Use of Evidence

E. Student absence/Use of Evidence

This section gives details in relation to our use of evidence for grading purposes

- *Where students are (or have been) absent for a piece of work which is being used to evidence a Grade we will use the other pieces of work (where significant) to award the Grade.*
- *If there is not enough evidence due to student absence, we may in extreme cases, include other pieces of evidence with a clear rationale as to why we have used these to ensure consistency and fairness to all students.*

ICT Security

F. ICT Security

This section gives details in relation to protecting the school from cyber attacks

- *To ensure that the ICT infrastructure is secure and that the centre records are not at risk of interference from cyber attacks. To reduce this risk we largely use students' work which is paper based and the school systems are backed up nightly. We use a firewall to ensure that the school system is protected.*