QUEEN ELIZABETH'S SCHOOL (WIMBORNE MINSTER)

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Examinations Policy

Title of Policy	Examinations Policy
Policy Type	School
Review Cycle	Annual
Policy prepared by	Mrs Julie Dennis, Examinations Manager
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The following policy document covers the internal processes in place at Queen Elizabeth's School relating to the processes involved in exercising our duties as an examination centre. The regulations we work to are prescribed to us by the Joint Council for Qualifications and these regulations should be read in conjunction with this internal policy document.

Of particular importance are the following regulatory documents:
JCQ - General Regulations
JCQ - Instructions for Conducting Examinations
JCQ - Instructions for Conducting NEA
JCQ - Instructions for Conducting Coursework
JCQ - Post results services

Contents:

EXAMINATION ENTRIES

POLICY

All students who have completed a course of study will be entered for appropriate external assessment.

The school may withdraw students from examinations if they are judged not to have completed the course of study, for example by failing to attend lessons or complete coursework, or if their behaviour jeopardises the examinations of other candidates.

Decisions on withdrawals will be made by the appropriate member of SLT after consultation with the student, their parents/carers and Faculty. This applies to all year groups, including the sixth form.

The school makes examination entries, not students or parents. Teaching staff will take responsibility for all entries, including re-sits and changes of tier made at the request of parents. All results will be included in departmental statistics. Students must not be withdrawn from examinations simply to improve such analysis for a particular department or Faculty.

The school will pay for examination entries for internal candidates, where the student is studying the subject as part of their QE curriculum. Students on roll will not be entered as private candidates.

The school will make examination entries before the deadlines set by the awarding bodies. Late entries will only be made in the most exceptional circumstances and the cost (entry fee and penalty fee) will be borne by the Faculties concerned or the candidate if it is at their request.

The school may accept recent ex-students as external candidates for qualifications that are currently being delivered in the centre. The centre will consider the implications on the current cohort, staffing, rooming and requirements when making their decision, to ensure JCQ regulations are met. The final decision to accept an external applicant sits with the Head of Centre. Charges will apply; exam entry fee and an administration fee of £40.00 per subject.

PROCEDURES

Estimated Entries

At the beginning of the autumn term the examinations manager will circulate a checklist to Faculties asking for confirmation of the exam specifications in use during the year.

Faculty Heads should use this to indicate the approximate number of students to be entered for each subject in the coming year, as well as any changes in specification and/or awarding body.

If a specification change or a new examination subject is introduced during the school year, the examinations manager should be informed immediately.

It is vital that the examinations manager is kept informed about specification changes. If this is not done, preliminary material may not be received from the awarding bodies and ultimately entries may not be made.

Final Examination Entries

Approximately four weeks before the awarding body entry deadline, the examinations manager will make entry lists available to Faculties as SIMS mark sheets. These should be completed by the internal deadline supplied by the examinations manager.

After the internal deadline the entry mark sheets will be made read-only. They should be checked by the relevant staff and the examinations manager should be informed before the awarding body entry deadline of any changes needed.

Coursework

Entries must be made for GCE and modular GCSE coursework units, even though there is no examination involved.

Certification Entries

The school does not make AS certification entries at the end of Year 12 for students who are continuing their studies in Year 13.

Certification entries will be made at the end of Year 13 for all students who are eligible for qualifications.

Re-sit Entries

In principle, no re-sit entries will be made for GCSE subjects. However all year 12 students who did not achieve a 4 or above in Maths and English Language (or English Literature) will be entered to re-sit and will be expected to attend classes.

Re-sit entries may be made for GCE subjects at the discretion of the Faculty concerned. They should be submitted to the exams office at the same time as first time entries. Requests for re-sit entries from students are accepted but charges will apply.

Learning Agreements

When a Faculty makes a re-sit entry it should negotiate a Learning Agreement with the student concerned to ensure that he/she is in receipt of sufficient support and is prepared to undertake the study necessary to improve his/her mark in the examination.

Late Entries

Faculties making entries after the awarding body deadline, for which penalty fees are payable, must obtain the approval of the SLT line manager for exams. Fees and penalty fees must be paid by the Faculties concerned.

Late requests for re-sits will not be accepted.

"Pirate Entries"

Examiners sometimes receive scripts from candidates who have not been entered by a centre, this scenario has been coined as "pirate entries". Some exam boards will make the effort to contact the centre, but failure to provide an amendment file or notify the exam board will result in the candidate not receiving a result.

Such entries and amendments will not be made without the approval of the SLT line manager for exams. The penalty fees are substantial and must be paid by the Faculties concerned.

Late Changes

At GCSE the awarding bodies will accept tier changes in linear specifications for a limited time after the entry deadline without extra charge. Very late amendments, however, attract a penalty fee. If this is the case, the changes must be approved by the SLT line manager for exams and the penalty fees must be paid by the Faculties concerned.

Dis-applied Students and withdrawal from exam entries

Agreement for dis-application and exam withdrawals should be approved by the Deputy Headteacher, after discussion and agreement with the student, staff and parents.

"Private Entries"

It is not possible for a student who is still on roll and studying the course to be entered for exams as a private candidate. Staff should not suggest to students that they may be entered for an examination if they pay for the entry themselves.

Statements of Entry

The examinations manager will issue statements of entry to students as soon as they are downloaded from SIMS or other Data management site. These will show the dates of examinations but not the specific times and seats, as these may change during the rooming process.

RESPONSIBILITIES

Teaching staff are responsible for supplying and checking all examination entries (including re-sit entries and certification entries).

The examinations manager is responsible for collecting examination entries and other submissions from faculties and communicating them to the awarding bodies accurately and in line with the appropriate deadlines.

The examinations manager is responsible for keeping faculties and students informed about deadlines and about the entries which have been made on their behalf.

Students are responsible for checking their own entries and personal details and alerting the examinations manager to any errors or changes.

PROCEDURES ON THE DAY OF EXAMINATION

In order to ensure a consistent approach, school colleagues are asked to follow the procedures laid out below.

The main part of this section refers to external examinations, but internal exams should normally follow similar guidelines. *Paragraphs in italics cover areas where procedures for internal examinations may differ.*

GENERAL

Exams/Lessons

- When students on study leave are not in exams they should either go home or revise in the LRC/designated classrooms. Other students should go to their normal lessons. No students should be wandering around the site.

- Students are expected to remain silent throughout the time they spend in the exam room, whether or not an exam is actually in progress. This includes entry and exit from the exam room

Exam Signs

These will be put up inside and outside exam rooms by exams office staff and in accordance with the JCQ regulations

Identification of candidates - Student ID

Invigilators must follow the following procedure for identification of candidates.

- Students must bring the ID badges provided by the school and placed on the front corner of the desk, to assist invigilators in checking attendance. If students fail to bring their ID badge then Invigilators will use the Exam slips on the students desk provided by the Exams team. If a photo is not available then a member of SLT, or the Examinations Manager, will need to confirm their identity prior to the start of the examination.

Publication of Seating Arrangements

- Every student will be given a personal timetable containing room and seat details.

- Seating plans will be posted daily on the Exams notice board (A Building, Ground Floor).

- A seating plan , with any students' Special Exam Arrangements clearly marked, will be available in each exam room (with invigilator).

- A timetable for the whole season will be issued to all staff.

Invigilation

A team of invigilators has been recruited to supervise all examination rooms. Teaching staff may occasionally be asked to supervise students for some mock examinations when the examination takes place at a time when they would have been timetabled to teach these students.

Invigilators will supervise students after they enter examination rooms, directing them to their seats, answering exam process related questions and issuing instructions about bags and equipment. They will make any announcements that are required. They will not be responsible for student discipline before and after examinations.

SLT and available teaching staff will manage student behaviour outside of the exam rooms/halls. A timetable of SLT support will be in place and provided to the exams manager.

Invigilators must make a member of SLT , the Exams Manager or on-call support (SOR) aware of any student disrupting the exam or in need of support.

SETTING UP EXAMS

Invigilators will be given advance timetables allocating them to particular exam rooms. They should gather outside the Exams cupboard half an hour before the start of each session. Lead invigilators with large venues to set up, should be in school an hour before the beginning of the exam.

- Morning exams officially start at 9.00am

- Afternoon exams officially start at 1pm, but times may vary. If possible they are scheduled so that they finish at 3pm, 15 minutes before buses leave.

- Students frequently sit two or more papers in succession. In such cases they remain under exam conditions throughout and may not leave the exam room unaccompanied between papers.

Where a venue demands more than one invigilator, one will be designated lead invigilator on the advance timetable. He/she will be responsible for coordinating the work of the team and for making any announcements required.

Papers and other materials will be laid out in the exams storage space. Papers and answer booklets for external exams are stored in the exams cupboard. The examinations manager, or examinations assistant , will sort them and provide appropriate numbers for each exam room. In order to avoid potential breaches of security, care must be taken to ensure that the correct question paper packets are opened. A second-eyes check is to be made in the exam storage for any packets opened to be split AND in the allocated exam room for any packets opened. A member of centre staff, additional to the person removing the question paper packets from secure storage, e.g. an invigilator, must check the day, date, time, subject, unit/component and tier of entry, if appropriate,immediately before a question paper packet is opened. This check must be recorded.

For internal examinations, Faculties will provide the examinations manager with a master copy of each question paper by the deadline set by exams. The exams office will arrange copying and storage.

Invigilators should take question and answer papers and all other materials directly to the exam rooms assigned to them. **Under no circumstances should exam papers in invigilators' care ever be left unsupervised.**

- In large venues (the Hall and Sports Hall) packs of exam papers should be opened and question papers and answer booklets laid out on desks before students are admitted to the exam room.

- In classrooms answer booklets and other materials may be laid out on desks, but packets of exam papers should not be opened until after students have been seated.

- Students should line up outside exam rooms 15 minutes early and wait until given permission to enter by the invigilator.

- If in the **Hall** students will line up in the foyer in their rows in silence.

- If in the **Sports Hall** students will line up in the quadrangle outside the PE Office/ Farthing Hall.

- Supervision outside exam rooms will be arranged by the appropriate member of SLT.

Food & Drink

- The school does not encourage food to be taken into the exam room , however in exceptional circumstances or where there is a medical need

sweets/snacks , taken out of their wrappers, and in a see through container may be permitted
- Students are encouraged , and permitted, to bring water in a see-through drinks bottle with any labels removed
- The school reserves the right to remove any items that are in breach of JCQ Regulations

CONDUCT OF EXAMINATIONS

The Start of the Exam

An invigilator should be at the door of the exam room in order to ensure correct entry. Students are sometimes asked to enter a row at a time. An exam is deemed to be in progress from the time the candidates enter the room until the scripts have been collected and the students have left the room.

Invigilators Must...

- Ensure that students have not taken bags into examination rooms.
- Ensure that students do not have mobile telephones, potential technological/web enabled sources or information, wrist watches, or any other Smart or personal device with them in the examination room, or any other unauthorised materials as per JCQ Regulations
- Ensure that students are sitting in the correct seats. There will be a seating plan with every set of papers.

The Lead Invigilator Should...

- Write the Centre Number **55247**, subject title and paper number; the date and the start and finish times of each exam on the board.

- Check that a clock, board/flipchart/whiteboard is visible to all candidates in each room. The clock must show the correct time and a second hand or counter

- Instruct students to place their ID cards on the front corners of their desks, so that they can be identified by invigilators.

- Read appropriate parts of the suggested wording for the Invigilator's announcement given in the **JCQ Instructions for the Conduct of Examinations**.

- Draw students' attention to check they are sitting the correct exam subject and tier and that they have the correct access arrangements and the

instructions on the front of the question paper. Also issue any other notices issued by the examiners including any erratum.

● Instruct students to write their full legal names on the front of the answer papers.

● Advise students that there will NOT be a 5 minute warning for the end of the examination and that they need to manage their time accordingly

● Tell students that they can open their exam paper and start writing.

Announcements by Teachers

Teachers may not enter exam rooms or make announcements to candidates at the beginning of an examination.

Faculties may provide invigilators with announcements to be read to candidates. Such announcements may not refer to any part of the exam paper other than the instructions on the front page. Invigilators are permitted to remind candidates which set books or options they have studied, but they may not tell candidates which questions to answer.

Teachers may not look at question papers until 24 hours after the official finish time of the examination. This is under the supervision of the exams manager if they are available.

Teachers may not remove question papers from exam rooms. Unused copies will normally be distributed to Faculties within 24 hours of the exam finishing.

During the Exam

Invigilators should give students their full attention throughout the exam. They should not take work or reading material or refreshments into the exam room.

Invigilators are not permitted to give candidates any advice whatsoever about exam questions, even if they ask for it. If an invigilator or a teacher believes there is an error in a question paper this should be reported to the examinations manager immediately. Under no circumstances should any announcement be made to candidates sitting the exam, unless the awarding body has issued an erratum notice.

● Invigilators should sign in at reception, using e-reception.

● Invigilators should check attendance under the direction of the lead invigilator, marking absentees and late arrivals clearly on the seating plan. Bear in mind that it may be necessary to refer to the seating plan months after the exam – any markings should be clear and unambiguous.

- Where there is an awarding body attendance list this should then be completed accurately from the seating plan. Do not mark students as absent if they do not appear on the seating plan – they may be in another room. Where an exam is spread over several rooms, the attendance list will normally be in the largest room.

- Invigilators should "work the room" keeping an eye on students and ensuring appropriate behaviour.

- Invigilators must complete the monitoring forms provided with the detail requested by the exams manager. This includes feedback on student usage of exam arrangements.

At the End of the Exam

- At the end of the exam candidates should be told to stop writing.

- The lead invigilator should remind students to write their names and exam numbers on the front of the answer paper.

Collection of Scripts

- Question and Answer papers must be collected before students leave the exam room.

- Answer papers should be collected in exam number order, or sorted after collection if this is not practical. In external exams students are usually seated "snake-wise" - that is, from front to back of row A, from back to front of row B, from front to back of row C etc.

- Students using a laptop must save their work to a USB stick provided and remain in exam conditions until this paper is printed and each page signed by the student. They will be escorted by a member of the Exams Team from the exam room to the Exams office for printing. This will be under the direction of the invigilator. Students using a computer reader alongside a word processor will print their work directly to the Exams Classroom printer.

- For internal exams students must add their subject teacher's name to the top of their paper/ answer sheet and students who are entitled to extra time are to use a green pen to show any work completed after the end of the standard exam time.

The End of the Exam

- Students should sit in silence and wait for dismissal.

- In large venues students should leave row by row, in silence, when told to by the lead invigilator.

- Where examinations continue after 3.15pm candidates who normally travel by school bus are responsible for making their own travel arrangements.

Return of Scripts

- All scripts are to be removed from the room at the same time. Once everyone sitting the exam in that room has finished and been dismissed
- Scripts should be returned to the exams storage space, A Building, 3rd Floor.

EVENTUALITIES

Absences
- SLT or a Member of the exams team will collect any Exam slips within 10 mins of the exam starting for any students who are absent and they are to be taken to the Attendance Officer for Lower and upper school
- Copies of the exam registers are to be taken to the Attendance Officer as soon as possible , and before 1 hour of the start of the examination
- The Attendance Officer will chase up any absentees and advise the Examinations Manager of any students that may arrive late.

Late Arrivals

- It is at the discretion of the centre as to whether a late candidate should be admitted to the exam room. Arrivals up to 30 minutes will be permitted entry, except in instances where it would disrupt a video or audio based exam. Arrivals after 30 minutes will need to be sent to the exam's office to decide the feasibility of them completing the exam.
- A candidate who arrives late and is permitted by the centre to sit the examination, must be allowed the full time for the examination, including any approved additional time (Special Exam Arrangements)
- Where a candidate arrives more than one hour after the published starting time for an exam which lasts more than one hour, or after the awarding bodies published finish time for an exam which lasts less than one hour, are considered very late and will not be permitted entry to the examination.

- *All students arriving late for internal exams should be sent to the Exams Office.*

Missing Equipment

- Students are responsible for providing their own pens, pencils, drawing equipment, calculators etc. The Exams office does hold a small amount of spare equipment that will be made available to students if necessary.

- Under no circumstances should students be allowed to share equipment.

Leaving the Exam Room Temporarily

- Students who leave the exam room to go to the toilet or the medical room must be accompanied by an invigilator and must not speak to anyone, either in person or on the phone, while they are outside the exam room. They will be allowed extra time to make up for their absence if it is an authorised rest break but not if it is a bathroom break.

Leaving the Exam Room Early

- No candidate will be offered to leave the exam room early, they are expected to stay and remain for the entire exam period. Any student creating a disturbance should be warned not to do so once. If he/she persists the invigilator should contact SLT, the exams manager or member of staff on-call (SOR) and ask for a removal. The member of senior staff responding may remove him/her from the examination.
If this is within an hour of the start time of the exam (10:00 for AM exams, and 14:30 for PM exams) candidates must be informed that they will be reported to the Awarding Body and may be disqualified from the examination and/or subject.

- No candidate may be readmitted to the exam room once he/she has left.

- During internal examinations all students must remain in the exam room until all scheduled exams have been completed.

- The senior invigilator should make an announcement at the beginning of the exam explaining if and when candidates may leave.

Mobile Phones and other electronic devices

- Students are not permitted to bring mobile phones, electronic storage , potential technological or web enabled sources of information , wrist watches (digital or analogue) , smart glasses, or other electronic devices into an exam room.

- If a mobile phone rings in a student's pocket, it should be switched off and handed to an invigilator immediately. At the end of the exam the student

should be taken to the examinations manager. Mobile Phones removed from students who are seated but prior to the start of the exam will be removed by the senior invigilator and handed to the Examinations manager to be taken to the Reflection. Students can collect mobile phones from Reflection at the end of the school day.

- All incidents involving mobile phones will be reported to the awarding body. The candidate concerned can potentially have his/her marks for the paper reduced to zero and on occasion be disqualified from the exam subject entirely.

Cheating/Malpractice

Any student who is observed to be cheating should be warned immediately by the invigilator and any offending material confiscated. At the end of the exam he/she should be taken to the examinations manager. There is a penalty of disqualification for malpractice.

Disturbances

Any student creating a disturbance should be warned not to do so **once**. If he/she persists the invigilator should contact a member of SLT , the Exams Manager or on-call support (SOR). The member of senior staff responding may remove him/her from the examination.

Emergency Evacuation Procedure

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert/lockdown.

- Stop the candidates from writing.
- Collect the attendance register or seating plan (**in order to ensure all candidates are present**) and evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to close and leave all question papers and scripts in the examination room
- Candidates should leave the room in silence.
- 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.
- For exam rooms in A or B building (Including Hall) – Exit using the nearest fire door, supervise candidates closely and take to the Exams assembly point in the Piazza at the front of the school (between the front carpark and school building)

For all other rooms (including Sports Hall)- Exit using one of the fire doors off the Sports Hall corridor, supervise candidates closely and take to the Exams assembly point in front of Farthing Hall and should be kept separate from other students and supervised to ensure that there is no collusion.

- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- When the all clear is given students should return to the exam room and complete the paper, being allowed the full working time. A full and detailed report will be made by the lead invigilator and can be subsequently submitted to the awarding body on request

Calling for Assistance

Staff invigilating alone should take a mobile phone with them (switched off) and call Reception on **01202 885233** , or an Exams Radio channel 3 if they need assistance. Where possible, the exams manager and a member of the invigilation will complete checks on all rooms during each exam.

Recording Incidents

The lead invigilator should record all incidents in the space on the Incident Log and Rest Breaks Log. In cases where disciplinary action is to be taken a written statement may be required after the examination.

RESPONSIBILITIES

As Head of Centre the Headteacher has ultimate responsibility for all assessments conducted at Queen Elizabeth's School.

The examinations manager is responsible for the day to day management of examinations, including

- timetabling
- rooming and seating
- publication of arrangements
- the safekeeping and distribution of question papers
- the activity of invigilators
- the collection and dispatch of scripts
- the observation of awarding body regulations

The examinations manager reports to the SLT line manager for exams.

Students are responsible for attending examinations on time and in the correct rooms, as detailed in their timetables.

Students are responsible for providing their own pens, pencils, drawing equipment, calculators etc.

If examinations continue after the end of school, students are responsible for making their own travel arrangements.

COURSEWORK

On completion of a piece of coursework all students must sign an appropriate statement of authentication. Teaching staff should take the steps necessary to confirm that no plagiarism has taken place, from the Internet or from other sources including use of Artificial Intelligence.

RESPONSIBILITIES

Teaching staff are responsible for managing the production, marking and internal moderation of coursework.

The examinations manager is responsible for collecting coursework marks and submitting them to the awarding bodies, for forwarding requests for samples to the appropriate Faculties and for packaging and dispatching coursework to moderators.

All documentation of coursework is the responsibility of the teachers concerned. The examinations manager will not check coursework or documentation before dispatch.

RESULTS AND CERTIFICATES

Students will be invited to collect examination results when these are released by the awarding bodies. Results will only be posted to students who provide stamped addressed envelopes. Results for other students will be held in Reception for collection. If someone is collecting on behalf of a student, the student must have given written consent prior to or on the day of collection.

Certificates for the main summer exam season will be available for collection at the beginning of January from Reception . Students that remain on role after year 11 will be invited to collect their certificates from Reception.

The school will distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). The school will keep a record of the certificates that are issued.

The school only posts certificates in special circumstances agreed by SLT.

RESPONSIBILITIES

The examinations manager is responsible for receiving, checking, storing and recording distribution of certificates.

As per JCQ regulations the School will commit to keeping certificates for at least 1 year and then they may be destroyed. Replacements can then be ordered from the

awarding bodies. The school will keep a record of destroyed certificates for four years.

POST-RESULTS SERVICES

Students will be issued with information about Post results services and the link to the JCQ Post-Result Services book along with their examination results. Services include:

- obtaining photocopies of scripts (ATS)
- obtaining original scripts
- claiming grades
- review of marking services

Students wishing to have a script reviewed may obtain a photocopy of it first and discuss whether a re-mark is advisable with the appropriate teacher. It is the responsibility of the student to forward the script to the appropriate teacher or Head of Facility and then to submit any required application and consent forms to the Examinations Manager.

All scripts and photocopies of scripts are the property of candidates and will be forwarded directly to them on receipt by the school. Faculties wishing to retain scripts for teaching purposes must make their own arrangements with individual students and forward to the Examinations manager written permission from the student (this can be an email sent from the students QE Email)

The cost of script returns and reviews are to be paid for by the student concerned unless it is a school/faculty request.

As students pay the fee for Post results services the school will advise if an arrangement is advisable or not but students can decide to ignore this and proceed with any preliminary Post Results Service as long as it is prior to the deadline.

RESPONSIBILITIES

It is the responsibility of the Students to request post-result services from the examinations manager.

It is the responsibility of the examinations manager to

- inform Faculties and students about deadlines for post-result services
- submit requests for post-result services to the awarding bodies in accordance with any deadlines they may set

Because of the short timescale the examinations manager will accept requests for photocopies of scripts directly from students via QE School emails.

DOCUMENTS

JCQ: www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

JCQ: www.jcq.org.uk/exams-office/post-results-services

NON-EXAMINATION ASSESSMENT POLICY

What are non-examination assessments?

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

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:
• task setting;
• task taking;
• task marking.

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

The basic principles

Head of centre

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

o all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
o (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities

Subject head/lead

● Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions.
● Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit for GCSE (9-1) Computer Science
● Ensures subject teachers understand their role and responsibilities within the non-examination assessment process

- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment

Subject teacher

- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries
- **Exams officer** Signposts the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant centre staff Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

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

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements

- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensure candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social media

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

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

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

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

Authentication procedures

Subject teacher

- Where required by the awarding body's specification:
  ○ ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  ○ signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher

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

Keeping materials secure

Subject teacher

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

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

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

Exams officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

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

Task marking – internally assessed components

Marking and annotation

Head Of Centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject teacher

- Attends awarding body training as required to ensure familiarity with the mark scheme/marking process (may be Head of Faculty instead)
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Does not use Artificial intelligence (AI) to solely mark work.
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Head of Department/Head of Faculty

● Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
● Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
● Ensures accurate internal standardisation - for example by
● obtaining reference materials at an early stage in the course
● carrying out trial marking if appropriate during the marking period
● supervises internal moderation and reviews where appropriate
● retaining work and evidence of standardisation

Subject teacher

● Indicates on work (or cover sheet) the date of marking
● Marks to common standards
● Provides the moderation sample to the exams officer to the internal deadline
● Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher

● Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline(May be HOD or HOF or EO instead)
● Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
● Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
● Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

● Inputs and submits marks online (if required) via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
● Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
● Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with

Subject teacher that the moderation sample has been submitted to the awarding body deadline

- Ensures that for postal moderation work is dispatched in packaging provided by the awarding body moderator label(s) provided by the awarding body are affixed to the packaging proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.

Exams officer

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

External moderation - feedback

Subject head/lead

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

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

Access arrangements

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

Special educational needs coordinator (SENCo)

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

Special consideration

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent produces a reduced quantity of work
- Where work has been lost liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments & both follow Special Consideration Policy.

Exams officer

- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

Malpractice

Head of centre

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

Subject teacher

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates'* work to mitigate against candidate and centre malpractice
- Is aware of the *JCQ AI Use in Assessments: Protecting the integrity of Qualifications*, *Plagiarism in Assessments* and *JCQ AI Information sheet for Teachers*
- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*
- Ensures candidates understand the JCQ document *JCQ AI Poster for Students*
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results Services

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

Subject head/lead

- Provides relevant support to subject teachers making decisions about reviews of results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services* (Information and guidance to centres...)
- Provides/signposts relevant centre staff and candidates to post-results services information

- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

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

Head of centre

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

Subject head/lead

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher

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

Exams officer

- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

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

Subject head/lead

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

Subject teacher

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

Exams officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

EXAM CONTINGENCY PLANNING

Purpose:

This plan examines potential risks and issues that could cause disruption to the exams process at Queen Elizabeth's School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the **Ofqual** Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the **JCQ** Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

- This plan also confirms Queen Elizabeth's School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2023-24) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

Ofqual Guidance on collecting evidence of student performance to ensure resilience in the qualifications system for GCSE, AS and A levels, Project Qualifications and AEA. This guidance also applies to our Edexcel Level 3 Mathematics in Context (Core Maths) and Edexcel Awards in Mathematics.

On 21 September 2023, Ofqual published the resilience guidance for centres delivering: GCSE, AS and A levels, Project Qualifications and Advanced Extension Award in maths (AEA). This guidance also applies to Level 2 & 3 Applied Certificates/Diploma/Awards.

The guidance lays down the arrangements that schools and colleges are asked to make to provide resilience in the exam system, in the unlikely event that the government determines that exams are not able to go ahead in future.

Queen Elizabeth's school will ensure:

- ensure students sit mock (PPE) exams in exam conditions and that these are retained, either digitally or physically
- aim to complete assessments in the first half of the academic year where possible
- plan assessment opportunities to gather evidence of student performance in line with their usual assessment approaches
- provide assessment content, similar to that which students would expect in their summer exams, and across the assessment objectives for the qualification
- plan for total assessment time that does not normally exceed the total time students would spend taking exams/non-exam assessment for the relevant qualification
- provide assessments that are similar to full or parts of the exam papers students are preparing to take next summer, based on exam board materials as far as possible
- apply the same reasonable adjustments for disabled students as would be made for summer assessments, retaining records of the adjustments and the reasons for them
- record any special consideration issues (such as illness or family bereavement) so that these can be taken into account when determining a grade, if necessary
- make it clear to students that it is expected that exams and formal assessments will go ahead as planned
- make it clear to students that any assessment evidence collected and retained will be used to determine grades only in the unlikely situation that exams and formal assessment could not go ahead
- make it clear to students, before they take any assessment, whether their performance in the assessment would be used as part of evidence to determine a grade for them if exams cannot go ahead as planned
- ensure that students are assessed under exam-like conditions wherever possible i.e. supervised, working independently, under timed conditions etc.

Teachers will :

- mark the assessments in line with published exam board mark schemes and guidance where appropriate
- not use grade boundaries from autumn 2020 and 2021 and summer 2022 when they are providing an indicative grade for students
- provide students with feedback, which could include marks or comments
- make it clear to students that any grade used to indicate the level at which the student has performed is not an indication of what their final grade would be if it became necessary to award a qualification using the evidence
- make it clear that it is not possible to determine a final qualification grade unless Ofqual sets specific guidance on this, which Ofqual will do only if exams do not go ahead
- support their students to complete non-exam assessment (NEA), in line with the timescales set by exam boards
- record the reason for any late identification of reasonable adjustments and where possible allow the student to take a different, but equivalent, assessment with the reasonable adjustment in place.

Teachers may tell the student the grade at which their performance in the assessment indicates they have performed.

Possible causes of disruption to the exam process:

1. **Head of centre, or a member of the senior leadership team with oversight of examination administration, being absent a critical stage of the exam cycle**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to remaining members of the Senior Leadership Team, the Examinations Manager, Initio Learning Trust or school governors.

Criteria for Implementation of the plan

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

Planning

- Annual Planning of Internal exams and calendar would not be undertaken
- Line management of the Exams Manager would not be undertaken
- Conflicts of interest would not be collated and awarding bodies advised as per JCQ regulations
- Policies would not be updated
- Recruitment, selection and training of staff would not be undertaken in time for any upcoming exams
- Purchase requisitions for exam entries would not be authorised.

Pre Exams
- National Centre Number Register centre documentation would not be confirmed by head of centre leading to disqualification of centre and not being able to deliver qualifications
- Communications to students regarding examinations would not take place

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:
- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Exam Time

- Not conducting examinations and assessments to JCQ regulations would lead to malpractice and unfair disadvantage and adversely affect students and grades
- Malpractice issues would not be reported to the relevant awarding body and not be investigated which could lead to disciplinary or the school being
- Retention of candidates' work
- Lack of Invigilators, or staff, for examinations

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:
- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

After examinations (Results and Post-Results)
- Results not being issued on results days
- Post-results services and appeals not being overseen
- Certificates

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

- General Regulations for Approved Centres (section 5)
- Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

Centres actions to mitigate the impact of the disruption

Queen Elizabeth's School currently has at least two members of Senior Leadership staff with some level of responsibility for Oversight of Exams administration. If either the Head of Centre or the Deputy head were to be on extended absence during key points in the cycle then the other members of the Senior Leadership Team would be able to complete tasks. If this were not possible then Initio Learning Trust or school governors would provide guidance.

Where additional staffing or resources were required the Initio Learning Trust or school governors would need to liaise with the relevant persons in Finance and SLT to arrange for additional staffing or resources.

If both members of staff were absent then there are other staff within the school who have prior experience working in exams, and support would need to be sought from the exam boards, JCQ and the Exams Office, Initio Learning Trust and the school governors.

2. **Exam officer extended absence at a critical stage of the exam cycle**

Criteria for implementation of the plan

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

Planning
- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited

Entries
- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams
- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time
- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results
- access to examination results affecting the distribution of results to candidates

Centre actions to mitigate the impact of the disruption

Queen Elizabeth's School currently has two members of staff with some level of responsibility for Exams management. If either were to be on extended absence during key points in the cycle then the other would be able to complete tasks.

Where additional staffing or resources were required the SLT line manager for Exams would need to liaise with the relevant persons in Finance and SLT to arrange for additional staffing or resources.

If both members of staff were absent then there are other staff within the school who have prior experience working in exams, and support would need to be sought from the exam boards, JCQ and the Exams Office.

3. SENCo extended absence at a critical stage of the exam cycle

<u>Criteria for implementation of the plan</u>

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:
Planning
● candidates not tested/assessed to identify potential access arrangement requirements
● centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
● evidence of need and evidence to support normal way of working not collated

Pre-exams
● approval for access arrangements not applied for to the awarding body
● centre-delegated arrangements not put in place
● modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
● staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time
● access arrangement candidate support not arranged for exam rooms

<u>Centre actions to mitigate the impact of the disruption</u>

SLT to address issues and to make adequate arrangements for the tasks which are missed or incomplete.

4.Teaching staff extended absence at a critical stage of the exam cycle

<u>Criteria for implementation of the plan</u>

Key tasks not undertaken including:

● Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

● Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

- Non-examination assessment tasks not set/issued/taken by candidates as scheduled

- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

<u>Centre actions to mitigate the impact of the disruption</u>

QE School will provide adequate cover supervisors and teachers, and where longer term absence is known will employ staff to take on responsibilities.

The Exams Manager will liaise with all heads of department on deadlines and pre-release material to ensure that all is received correctly.

Heads of department to oversee the assessment cycle for their department and to ensure that all students and staff are aware of the awarding body requirements.

5. Invigilators – lack of appropriately trained invigilators or invigilator absence

<u>Criteria for implementation of the plan</u>

- Failure to recruit and train sufficient invigilators to conduct exams

- Invigilator shortage on peak exam days

- Invigilator absence on the day of an exam

<u>Centre actions to mitigate the impact of the disruption</u>

Exams manager to regularly update SLT and recruitment at relevant times in academic year on the number of available invigilators.

Exams manager and recruitment to run recruitment on a regular basis.

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

<u>Criteria for implementation of the plan</u>

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

- Insufficient rooms available on peak exam days

- Main exam venues unavailable due to an unexpected incident at exam time

<u>Centre actions to mitigate the impact of the disruption</u>

SLT to liaise with local venues to arrange for appropriate spaces to be rented to school at our trust middle schools:

- Allenbourne Middle School
- St Michaels Middle School
- Lockyers Middle School

Exams Manager to confirm this with awarding bodies and JCQ, and to complete all relevant forms and applications.

Arrangements to be made for transport to alternate site, or provide information to candidates on new arrangements.

7. Failure of IT systems or Cyber Attack

<u>Criteria for implementation of the plan</u>

- MIS system failure at final entry deadline

- MIS system failure during exams preparation

- MIS system failure at results release time

- Whole school Cyber attack

<u>Centre actions to mitigate the impact of the disruption</u>

QE's MIS is hosted by SCOMIS, they will be our first point of contact for an MIS failure. We will take their advice on how to resolve the issue.

Local system problems will be resolved by the IT manager and the technical services department.

Where possible, and if access is a local issue, Exams Manager(s) to use personal home resources to continue working.

If subject to a cyber-attack, the following is to be implemented

RPA Cyber Response Plan using the Trust Cyber Response Policy

• Enact your incident management plan
• Report to the NCSC: https://report.ncsc.gov.uk/
• Contact your local law enforcement and Action Fraud:
https://www.actionfraud.police.uk/
• Inform the DfE by emailing: sector.securityenquiries@education.gov.uk

Person responsible for reporting is Steve Jones (Trust IT Lead)

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

Safety of candidates is the first priority, exams will begin when they can. Candidates will be kept separate from main cohort of students and will return to exam room when appropriate to do so. Exams Manager to follow up with JCQ after the incident.

9. Disruption of teaching time in the weeks before and exam – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

 The centre is prepared to continue teaching remotely if necessary and will take appropriate guidance from the awarding bodies and regulators on what action to take.

10. Centre unable to open as normal during the examinations period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

<u>Centres actions to mitigate the impact of the disruption</u>

Centre will be risk assessed for opening to exam candidates only and if needed, an alternate arrangement will be made (see 6).

11. Disruption in the distribution of examination papers

<u>Criteria for implementation of the plan</u>

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

<u>Centres actions to mitigate the impact of the disruption</u>

- awarding organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- as a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date

12. Disruption to the transportation of completed examination scripts

<u>Criteria for implementation of the plan</u>

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

<u>Centres actions to mitigate the impact of the disruption</u>

- As part of the yellow label service the exams manager will contact the awarding body for advice on alternative arrangements.
- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, centres should contact the relevant awarding bodies for advice and instructions seek advice from awarding organisations and should not make their own arrangements for transportation unless told to do so by the awarding body
- for any examinations where centres make their own collection arrangements for transportation, centres should investigate alternative dispatch options that comply with the requirements detailed in the JCQ publication Instructions for conducting examinations.

- centres to ensure secure storage of completed examination scripts until collection.

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

Centres actions to mitigate the impact of the disruption

Exams manager to liaise with awarding body on alternative evidence which can be used.

Where alternatives cannot be used, centre staff will need to arrange for the assessment to take place in the next available season.

14. Centre unable to distribute results as normal or facilitate post results services

Criteria for implementation of the plan

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

Centres actions to mitigate the impact of the disruption

Exams manager to agree alternative site with awarding bodies if main school site is unavailable.

SLT to agree alternative arrangements for providing results from another centre, permission must be sought from awarding bodies.

Post-results can be actioned from home if main school site is unavailable.

ACCESS ARRANGEMENTS AND SPECIAL CONSIDERATION

DEFINITIONS

Access Arrangements "are approved before an examination or assessment and are intended to allow attainment to be demonstrated [by candidates who have particular requirements]. An example of an Access Arrangement would be the provision of a modified paper for a candidate with a visual impairment." *JCQ Access Arrangements FAQ*

Special Consideration "may be given following an examination or assessment to ensure that a candidate with a temporary illness, injury or indisposition at the time it is conducted is given some recognition of the difficulty they have faced. Any Special Consideration granted cannot take away the difficulty the candidate has faced and can only be a relatively minor adjustment to ensure that the integrity of the standard is not compromised." *JCQ Access Arrangements FAQ*

POLICY – EXAM ACCESS ARRANGEMENTS

The school will ensure that students with particular requirements are entered for external assessment which is appropriate to their abilities.

The school will ensure that approved access arrangements are provided in examinations to give students with particular requirements a fair opportunity to demonstrate their attainment.

All access arrangements in examinations will

- comply with awarding body regulations
- be backed by evidence of need
- reflect the support arrangements to which the students concerned have been accustomed to in class.

PROCEDURES – ACCESS ARRANGEMENTS

Please see our Exam **Access arrangements policy** for full details of procedures at Queen Elizabeth's School.

LINKS
JCQ: www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration