



Examinations Policy

Policy Holder:	Gavin Green
Approval Board:	Fakenham Academy
Date of Latest Review:	Autumn 2024
Date of Approval:	Autumn 2024
Review Period:	Twelve months
Target Review Date:	Autumn 2025 The Review Period and Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version.
Legislation or regulation:	JCQ General Regulations for Approved Centres JCQ Instructions for Conducting Examinations JCQ Adjustments for Candidates with Disabilities and Learning Difficulties – Access Arrangements and Reasonable Adjustments JCQ General and Vocational Qualifications – Suspected malpractice in examinations and assessments JCQ Instruction for conducting non-examination assessments JCQ Post-Results Service

CONTENTS

Section 1: Statement of Intent

Section 2: Scope

Section 3: Legal Requirements

Section 4: Policy

Key Staff Involved	004	
Roles and responsibilities	004	
The Exam Cycle	008	
Planning	009	
Entries	013	
Pre-exams	015	
Exam Time	020	
Results and Post-results	025	
List of Appendix	028	
Appendix A	Contingency Plan including Step by Step guide to Examinations	029
Appendix B	Certification and Registration	064
Appendix C	Access Arrangements	069
Appendix C2	Statement for the use of word processors in examinations	078
Appendix C3	Statement for separate invigilation within the centre	079
Appendix D	Non-Examination Assessment	080
Appendix E	Appeals	104
Appendix F	Complaints and Appeals (Exams)	110
Appendix G	Annual Internal Assessment Checklist and Forms	116
Appendix H	Assessment Policy	123
Appendix I	Internal Verification Policy	133
Appendix J	Procedure for Post-results Services	140
Appendix K	Procedures to verify the identity of all candidates at the time of the examination or assessment	146
Appendix L	Emergency Evacuation	147
Appendix M	Lockdown Policy (Exams)	152
Appendix N	Candidates who are absent from exams	162
Appendix O	Special Consideration	163
Appendix P	Procedure for candidates who arrive late for an exam	168
Appendix Q	Managing Behaviour in an Examination Room	169
Appendix R	Food and drink in the exam room	171
Appendix S	Suspected Malpractice in Examinations and Assessments (AI)	172
Appendix T	Fakenham Academy Organsitional Chart & BTEC Team	177
USE of AI in Assessments from April 2025		181

Section 5: Equal Opportunities Statement

SECTION 1: FAKENHAM ACADEMY STATEMENT OF INTENT

1.1 Fakenham Academy is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

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

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

SECTION 2: SCOPE

2.1 This is a Fakenham Academy Policy.

SECTION 3: LEGAL REQUIREMENTS

3.1 This policy is required by the Joint Council for Qualifications (JCQ) and its associated Awarding Bodies, as well as Independent Examination Awarding Bodies.

SECTION 4: POLICY

4.1 Examination Policy

Key staff involved in the Examinations Policy

Role	Name(s)
Head of Centre	Gavin Green
SENDCo	Kerry Woodrow
Quality assurance lead/Lead internal verifier	Kris Marshall-Smith
Academy Exams Officers	Melanie McEvansoneya Cathrine Lane (Senior Executive Support Manager)

Roles and responsibilities

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

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

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

Head of centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 1. General regulations for approved centres (GR)
 2. Instructions for conducting examinations (ICE)
 3. Access Arrangements and Reasonable Adjustments (AA)
 4. Suspected Malpractice in Examinations and Assessments (SMEA)
 5. Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)

- ✓ Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments
- ✓ Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the head of centre's declaration a copy of which will be held with both the Exams Officer (EO) and the Principal's PA at the centre and is then kept on file for inspection purposes
- ✓ Ensures the exams officer (EO) receives appropriate support from relevant Sapientia Education Trust staff and centre staff and enables the EO to attend appropriate training and other events in order to facilitate the effective delivery of exams and assessments within the centre
- ✓ Ensures a named member of staff acts as the Special Educational Needs Co-ordinator (SENCo)
- ✓ Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- ✓ Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- ✓ Ensures "that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, is not an invigilator during the timetabled written examination or on-screen test..."
- ✓ Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including
- ✓ Takes all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during the course of and after examinations have taken place
- ✓ Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration involving a candidate or a member of staff, are reported to the awarding body immediately
- ✓ Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the head of centre to act immediately in the event of an emergency or staff absence). See Appendix A
- ✓ Ensures staff are only entered for qualifications through the centre as a last resort where the member of centre staff is unable to find another centre or is unable to take the qualification at a centre within the group.
- ✓ Ensures the relevant awarding bodies are informed of any declaration/conflict of interest where a candidate is being taught, prepared, entered or sitting exams where a relevant member of centre staff has a personal connection to the candidate.

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

Policies and Procedures

The Head of centre ensures that exam related policies and procedures are in place to meet the requirements of the Awarding Body and JCQ and that the policies are adhered to. These include:

- A signed copy of the head of centre's declaration for the academic year
- Examination Contingency Plan
- Internal Appeals Procedure
- Management of GCE and GCSE non-examined assessment policy Appendix
- Emergency evacuation from the examination room policy
- A statement detailing the criteria the centre uses to award and allocate word processors for examinations
- Complaints and Appeals Procedure
- Procedure to verify the identity of all candidates at the time of the examination or assessment
- Procedure for how the centre will deal with post-results and appeals
- Process to check the qualification of the centre's assessor
- Child protection/safeguarding policy including Disclosure and Barring Services (DBS)
- Data Protection Policy
- Disability policy

All policies and procedures are stored on the Academy Policy Portal.

Exams Officer

- Understands the contents of annually updated JCQ publications including:
 1. General regulations for approved centres
 2. Instructions for conducting examinations
 3. Suspected Malpractice in Examinations and Assessments
 4. Post-results services (PRS)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines

- ✓ Ensures key tasks are undertaken and key dates and deadlines met
- ✓ Together with the Senior Executive Support Manager, recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
- ✓ Supports the head of centre in ensuring that awarding bodies are informed of any declaration/conflict of interest involving candidates and relevant members of centre staff before the published deadline for entries
- ✓ Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials

Senior leaders (SLT)

- ✓ Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 1. General regulations for approved centres
 2. Instructions for conducting examinations
 3. Access Arrangements and Reasonable Adjustments
 4. Suspected Malpractice in Examinations and Assessments
 5. Instructions for conducting non-examination assessments (and the instructions for conducting coursework)

Special educational needs coordinator (SENCo)

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

Head of department (HoD)

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

Teaching staff

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

Invigilators

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

Reception staff

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

Site staff

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

Candidates

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

The Exam Cycle

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

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

Planning

Head of centre

- Directs relevant centre staff to annually updated JCQ publications including GR, ICE, AA, SMEA and NEA (and the instructions for conducting coursework)

Exams officer

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has been updated
- Signposts relevant centre staff to JCQ information that should be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites
- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Liaises with the HoD regarding administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Collects information on internal exams to enable preparation

Head of department

- Responds (or ensures teaching staff respond) to requests from the EO on information gathering
- Meets the internal deadline for the return of information
- Informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Notes the internal deadlines and directs teaching staff to meet these
- Informs the EO of courses which require registration See Certification and Registration Policy Appendix B

Access arrangements

Head of centre

- Ensures a written process is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENDCo

- ✓ Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements requirements
- ✓ Gathers evidence to support the need for access arrangements for a candidate
- ✓ Liaises with teaching staff to gather evidence of normal way of working of an affected candidate
- ✓ Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- ✓ Gathers signed data protection notices from candidates where required
- ✓ Applies for approval through Access arrangements online (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- ✓ Keeps relevant paperwork and evidence on file for JCQ inspection purposes
- ✓ Employs good practice in relation to the Equality Act 2010
- ✓ Liaises with the EO regarding exam time arrangements for access arrangement candidates
- ✓ Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments
- ✓ Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- ✓ Provides and annually reviews a centre policy on the use of word processors in exams and assessments – See Access Arrangement Policy Appendix C and Statement for the use of Word Processors in examination Appendix C2.
- ✓ Ensures criteria for candidates granted separate invigilation within the centre is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms See Statement for separate invigilation within the centre Appendix C3

Senior Leaders, Head of department, Teaching staff

- ✓ Support the SENCo in determining and implementing appropriate access arrangements
- ✓ Provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre

Provides fully qualified teachers to mark non-examination assessments – See Non-examination assessment policy Appendix D

- ✓ Ensures an internal appeals procedure relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking – see Appeals Policy Appendix E and Complaints and Appeals Policy (Exams) Appendix F

Senior leaders

- ✓ Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates) – See Annual Internal Assessment Checklist and Forms Appendix G
- ✓ Ensure appropriate internal moderation, standardisation and verification processes are in place – See Assessment Policy Appendix H and Internal Verification Policy Appendix I

Head of department

- ✓ Ensures teaching staff delivering GCE unitised AS and A-level qualifications (which include elements of coursework) and Entry Level or Project qualifications follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- ✓ Ensures teaching staff delivering GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- ✓ For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body
- ✓ Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

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

Exams officer

- ✓ Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- ✓ Signposts teaching staff to relevant JCQ information for candidates documents that are annually updated

Invigilation

Fakenham Academy

- ✓ Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- ✓ Ensures, if contracting supply staff to act as invigilators or to facilitate an access arrangement, that such persons are competent and fully trained, understanding what is and what is not permissible
- ✓ Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times
- ✓ Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- ✓ Provides a training event for new invigilators on the instructions for conducting exams and an annual update event for the existing invigilation team so that they are aware of any changes.

Exams officer

- ✓ Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- ✓ Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- ✓ Ensures invigilators are briefed on the access arrangement candidates in their exam room (and that these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- ✓ Collects evaluation of training to inform future events
- ✓ Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator [acting as a practical assistant, reader or scribe] are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensuring all relevant rules are being adhered to and supporting the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- ✓ Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- ✓ Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

SENCo

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

Invigilators

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

Entries

Exams officer

- ✓ Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- ✓ Makes candidates aware of the JCQ Information for candidates – Privacy Notice at the start of a vocational qualification or when entries are being processed for a general qualification by issuing the Examination Handbook (Guidance for Students, Parents and Carers) or provides the notices directly to the candidates.
- ✓ Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- ✓ Informs HoDs of subsequent deadlines for making changes to final entry information without charge
- ✓ Confirms with HoDs final entry information that has been submitted to awarding bodies
- ✓ Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies

Head of department

- ✓ Provides information requested by the EO to the internal deadline
- ✓ Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- ✓ Checks final entry submission information provided by the EO and confirms information is correct
- ✓ Advising the EO of candidates requiring resits in a timely manner.

Late entries**Exams officer**

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

Head of department

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

Private candidates

The centre is not obliged to take Private candidates but may do at the discretion of the Head of Centre. For candidates requiring Access Arrangement or Special Consideration see respective policy

Transfer of GCE AS credit**Exams officer**

- ✓ Provides information to relevant centre staff/candidates on transferring credit for a GCE AS award between specifications and/or awarding bodies
- ✓ Meets the awarding body deadline for requesting transfer of credit

Teaching staff

- ✓ Identify any affected candidates to the EO prior to the deadline

Candidate statements of entry**Exams officer**

- ✓ Provides candidates with statements of entry for checking

Teaching staff

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

Candidates

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

Pre-exams

Access arrangements

SENCo

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

Briefing candidates

SLT

- ✓ Hold assemblies and update candidates regarding examination protocol and conduct

Exams officer

- ✓ Issues individual exam timetable information to candidates and informs candidates of any contingency day awarding bodies may identify in the event of national or local disruption to exams
- ✓ Prior to exams issue Examination Handbook containing relevant JCQ information for candidates documents, information to candidates on key dates, before, during and after examinations frequently asked questions.
- ✓ Where relevant, issues relevant awarding body information to candidates

Access to scripts, reviews of results and appeals procedures

See procedure for Post Results Services – Appendix J

Dispatch of exam scripts

Exams officer

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

Estimated grades

Head of department

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

Exams officer

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

Internal assessment and endorsements

Head of centre

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

SENCo

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

Head of department

- ✓ Ensures teaching staff assess and authenticate candidates' work to the awarding body requirements
- ✓ Ensures teaching staff assess endorsed components according to awarding body requirements
- ✓ Ensures teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- ✓ Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the internal deadline
- ✓ Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline

Exams officer

- ✓ Keeps a record to track what has been sent
- ✓ Logs moderated samples returned to the centre
- ✓ Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- ✓ Authenticate their work as required by the awarding body

JCQ Inspection Visit

Exams officer or Senior leader

- ✓ Will accompany the Inspector throughout the visit

SENCo or relevant Senior leader (in the absence of the SENCo)

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

Seating and identifying candidates in exam rooms

Exams officer

- ✓ Ensures a procedure is in place to verify candidate identity including private candidates
See Procedure to verify the identity of all candidates at the time of the examination or assessment Appendix K
- ✓ Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan)

Invigilators

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

Security of exam materials

Exams officer

- ✓ Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- ✓ Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be placed in the secure storage facility
- ✓ Ensures the secure storage facility contains only current and live confidential material (including live confidential exam stationery provided by the awarding body for the use of candidates in their assessment)

Reception staff

- ✓ Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for placing in the secure storage facility

Teaching staff

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

Timetabling and rooming

Exams officer

- ✓ Produces a master centre exam timetable for each exam series
- ✓ Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort) referring to awarding body requirements
- ✓ Identifies exam rooms and specialist equipment requirements
- ✓ Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- ✓ Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- ✓ Liaises with the SENCo regarding rooming of access arrangement candidates

SENCo

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

Site staff

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

Alternative site arrangements

Exams officer

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

Transferred candidate arrangements

Exams officer

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

Internal exams (Mocks)

Exams officer

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

SENCo

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

Teaching staff

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

Exam time

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams See Emergency Evacuation Policy Appendix L and Lockdown Policy (exams) Appendix M
- applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

See Candidates who are absent from exams Appendix N and Special Consideration Policy Appendix O

Invigilators

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

Candidates

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

Candidate behaviour

Candidate late arrival

Exams officer

- ✓ Ensures that candidates who arrive very late for an exam are reported to the awarding body through CAP to timescale See Procedure for candidates who arrive late for an exam Appendix P
- ✓ Warns candidates that their work may not be accepted by the awarding body
- ✓ Ensure that invigilators are aware of the Managing Behaviour in an Examination Room Procedure see Appendix Q

Invigilators

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

Conducting exams

Head of centre

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

Exams officer

- ✓ Ensures exams are conducted according to JCQ and awarding body instructions

Dispatch of exam scripts

Exams officer

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

Exam papers and materials

Exams officer

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

- ✓ Attaches erratum notices received to relevant exam question paper packets
- ✓ Collates attendance registers and examiner details in date order
- ✓ Regularly checks mail or email inbox for updates from awarding bodies
- ✓ In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks day, date, time, subject, unit/component and tier of entry if appropriate, immediately before a question paper packet is opened
- ✓ Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

Exam rooms

Head of centre

- ✓ Ensures that on the day of the exam, relevant internal tests, mock exams, revision or coaching sessions for the exam candidates will not be held in the designated exam room(s)
- ✓ Ensures only authorised centre staff are present in exam rooms
- ✓ Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates See Appendix R

Exams officer

- ✓ Ensures exam rooms are set up and conducted as required in the regulations
- ✓ Provides invigilators with appropriate resources to effectively conduct exams
- ✓ Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- ✓ Ensures sole invigilators have an appropriate means of summoning assistance
- ✓ Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- ✓ Provides authorised exam materials which candidates are not expected to provide themselves
- ✓ Ensures invigilators and candidates are aware of the emergency evacuation procedure
- ✓ Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

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

Site staff

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

Invigilators

- ✓ Conduct exams in every exam room as instructed in training/update events and briefing sessions

Candidates

- ✓ Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of centre

- ✓ Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation See Suspected Malpractice in Examinations and Assessments Appendix S

Senior leaders

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

Exams officer

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

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

Invigilators

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

Special consideration

Exams officer

- ✓ Processes appropriate requests for special consideration to awarding bodies in line with policies and procedures
- ✓ Gathers evidence which may need to be provided by other staff in centre or candidates
- ✓ Submits requests to awarding bodies to the external deadline

Candidates

- ✓ Provide appropriate evidence to support special consideration requests, where required

Unauthorised materials

Invigilators

- ✓ Ensure that the Notice to Candidates is read at the start of each examination or assessment giving students the opportunity to hand in an unauthorised material they may have in their possession
- ✓ If unauthorised material is found follow the procedure for suspected malpractice

Internal exams

Exams officer

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

Invigilators

- ✓ Conduct internal exams as briefed by the EO

Results and post-results

Internal assessment

Head of department

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

Managing results day(s)

Senior leaders

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

Exams officer

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

Site staff

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

Accessing results

Head of centre

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

Exams officer

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

Post-results services

Head of centre

- ✓ Ensures an internal appeals procedure is available where candidates disagree with any centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal
- ✓ Understands that in the event of an awarding body initiating an extended review of marking, candidates' marks and subject grades may be lowered, confirmed or raised

Exams officer

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

Teaching staff

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

Candidates

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

Analysis of results

NES – Data Analysts & Registry

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

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed. Certificates will be issued on presentation evening. Following presentation evening certificates will be available for collection by candidates. The head teacher may decide that certificates may be posted to candidates in exceptional circumstances.

Candidates

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

Retention of certificates policy

Awarding bodies give permission that certificates may be destroyed by the centre after 1 year and the records of destruction kept for 3 years. However at the Head of Centre discretion certificates may be kept on the students file until the required time said students files are destroyed in line with the records management policy.

Exams officer

- ✓ Keeps records as required by JCQ and awarding bodies for the required period
- ✓ Keeps records as required by the centre's records management policy

Exams archiving policy

See Records Management Policy

Organisational Chart

See Appendix for Organisational Chart

BTEC Team

See Appendix for BTEC Team

Other documentation applicable to exams

Available on the Academy Policy Portal

- ✓ Examination Handbook – Guidance for Students, Parents and Carers
- ✓ Disclosure and Barring Service (DBS) Policy and Procedure
- ✓ Equality and Diversity Policy
- ✓ Safeguarding Policy
- ✓ Data Protection Policy
- ✓ Records Management Policy

APPENDICES

Appendix A	Contingency Plan including Step by Step guide to Examinations
Appendix B	Certification and Registration Policy
Appendix C	Access Arrangements Policy
Appendix C2	Statement for the use of word processors in examinations
Appendix C3	Statement for separate invigilation within the centre
Appendix D	Non-Examination Assessment Policy
Appendix E	Appeals Policy
Appendix F	Complaints and Appeals Policy (Exams)
Appendix G	Annual Internal Assessment Checklist and Forms
Appendix H	Assessment Policy
Appendix I	Internal Verification Policy
Appendix J	Procedure for Post-results Services
Appendix K	Procedures to verify the identity of all candidates at the time of the examination or assessment
Appendix L	Emergency Evacuation Policy
Appendix M	Lockdown Policy (Exams)
Appendix N	Candidates who are absent from exams
Appendix O	Special Consideration Policy
Appendix P	Procedure for candidates who arrive late for an exam
Appendix Q	Managing Behaviour in an Examination Room
Appendix R	Food and drink in the exam room
Appendix S	Suspected Malpractice in Examinations and Assessments
Appendix T	Fakenham Academy Organisational Chart & BTEC Team

Contingency Plan

Purpose

This plan looks at potential risks and issues that could cause disruption to the exams process within Fakenham Academy, by outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exams process.

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

Possible causes of disruption to the exam process

Exams officer extended absence at Key points in the exam process (cycle)

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

Planning

- Annual data collection not undertaken to collate information on qualifications and awarding body specifications being delivered
- Annual exam plans not produced identifying key tasks, dates and deadlines

- ✓ Sufficient invigilators not recruited

Entries

- ✓ Awarding bodies not being informed of estimated entries
- ✓ Candidates not being entered with awarding bodies
- ✓ Entry deadlines missed or late

Pre-exams

- ✓ Invigilators not trained
- ✓ Exam timetables, rooming, invigilation schedules not prepared
- ✓ Candidates not briefed on exam timetables and awarding body information to candidates
- ✓ Confidential exam/assessment materials and exam candidate work not stored under required conditions
- ✓ Internal assessment marks and samples of candidates' work not submitted to moderators

Exam Time

- ✓ Exam/assessments not taken under exam conditions
- ✓ Required reports not submitted to awarding body e.g. very late arrival, suspected malpractice, special consideration
- ✓ Candidates' scripts not dispatched

Results and post-results

- ✓ Access to examination results affecting the distribution of results to candidates
- ✓ Post-results services

Centre Actions to mitigate the impact of the disruption

Fakenham Academy, Senior Executive Support Manager as well as Exam Staff to assume responsibility for the above tasks with the support of the Senior Leadership Teams (SLT) within Fakenham Academy. If the Exams Staff are absent the Senior Executive Support Manager carry out the duties of the exams officer absent where necessary. Onsite IT services to support any access requirements for computer services and awarding bodies contacted for full access to the awarding body website. SIMS system is used within the Trust, therefore, sufficient staff are trained in this area for entries, running the exam season and results/post-results services.

Staff are also trained in other areas of Fakenham Academy who can also assist in the event that the Senior Executive Support Manager is not available. All staff within Fakenham Academy access the same IT services, therefore, computer logins are transferrable across the group. JCQ General Regulations for Approved Centres and Instructions for conducting examinations are to be strictly adhered to. The Exam Season Step by Step (part of the Exam contingency plan) Appendix 1 - is available with instructions for tasks throughout the examination year.

SENCo extended absence at key points in the exam cycle

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 recognize 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 providing support to access arrangement candidates not allocated and trained

Exam time

- ✓ Access arrangement candidate support not arranged for exam rooms

Centre Actions to mitigate the impact of the disruption

The assistant to the SENCo, teaching assistants and exams officer to work with SLT to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required and other trained staff within Fakenham Academy.

Teaching staff extended absence at key points in the exam cycle

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

Centre Actions to mitigate the impact of the disruption

The examinations officer to liaise with Head of Centre and/or SLT to ensure all necessary deadlines are adhered to. Where this is not possible, the EO will liaise with the relevant Awarding Body and act upon advice received.

Invigilators – lack of appropriately trained invigilators or invigilator absence

- ✓ Failure to recruit and train sufficient invigilators to conduct exams
- ✓ Invigilator shortage on peak exam days
- ✓ Invigilator absence on the day of an exam

Centre Actions to mitigate the impact of the disruption

The Senior Executive Support Manager will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.

The Senior Executive Support Manager will be aware of the school staff available for invigilation duties at short notice (ensuring they are appropriately trained).

Exam Rooms – lack of appropriate rooms or main venues unavailable at short notice

- ✓ 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.

Centre Actions to mitigate the impact of the disruption

The EO will organise rooming for examinations ensuring sufficient time is available to identify appropriate rooms and plan appropriately.

In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the EO at all times during such emergencies.

Alternative sites have been identified in the event of a major disaster at the centre: Community Centre, Sports Centre, and local Junior School

Failure of IT systems

MIS system failure at entry deadline, during exam preparation or results release time

Centre Actions to mitigate the impact of the disruption

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

Emergency evacuation of the exam room (or centre lockdown)

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

Refer to the emergency evacuation policy and/or lockdown policy. Where possible re-locate to alternative venue as in No 5.

The EO will contact the relevant AB to discuss alternative arrangements and liaise with SLT to take appropriate action. See special consideration policy where appropriate

Disruption of teaching time – centre closed for an extended period

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

SLT to manage all such incidents in consultation with the Awarding Bodies

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

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

Centre Actions to mitigate the impact of the disruption

Refer to the emergency evacuation policy and/or lockdown policy. Where possible re-locate to alternative venue as in No 5.

The EO will contact the relevant AB to discuss alternative arrangements and liaise with SLT to take appropriate action. See special consideration policy where appropriate

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

Centre unable to open as normal for scheduled examinations

Centre Actions to mitigate the impact of the disruption

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

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

Disruption in the distribution of examination papers

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

Centre Actions to mitigate the impact of the disruption

The EO will contact the relevant AB to notify them of any such difficulties and put in place suitable alternative arrangements.

Disruption to the transportation of completed examination scripts

Delay in normal collection arrangements for completed examination scripts

Centre Actions to mitigate the impact of the disruption

The EO will contact the relevant AB to notify them of any such difficulties and put in place suitable alternative arrangements.

Assessment evidence is not available to be marked

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

Centre Actions to mitigate the impact of the disruption

The EO will contact the AB to notify them of any such incidents and act upon advice given.

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

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

Centre Actions to mitigate the impact of the disruption

The EO will contact the AB to notify them of any such incidents and act upon advice given.

Covid 19

Challenge	Response	Lead
Pre-planning and preparation	<p>To read and act on all DFE and NHS English daily updates</p> <p>Ensure sufficient signage around school for students, staff and visitors.</p> <p>Continued reminders from staff to students about good hygiene and managing risks</p> <p>Assess risks for external visits (especially residential visits)</p> <p>Use alcohol based hand sanitisers for toilets and eating areas – ensure that all visitors/sixth form students are using hand sanitiser before they enter the building</p> <p>Twice daily cleaning of all hand contact areas (doors/toilets etc...)</p> <p>Update parents where any changes happen and publish on website/social media - including regular requests for information on movement of members of the school community to any high risk counties.</p>	<p>Head/SLT</p> <p>SESM</p> <p>Head/SLT</p> <p>SESM</p> <p>Head/SLT/SESM</p> <p>SESM/Cleaning Contractor</p>

<p>Responding appropriately and adequately to an outcome of Covid19</p>	<p>Contact NHS England for advice</p> <p>Enact school closure procedures if needed and contact Public Health for advice over possible deep clean</p> <p>Contact stakeholders and suppliers/contractors to inform them of need to close the school</p> <p>Communicate the nature of potential school closure. Is there a priority for KS4/KS5 students (can that be safely done?) Can we accommodate larger classes in the first instance instead of closure (if numbers being off school start to rise and PHE advice is to remain open)?</p> <p>Organise for the safe and secure transport home of all students avoiding contact with members of public where possible</p> <p>Letter to all parents and carers outlining the issues and key actions that school will be taking and to be reassuring at the same time</p> <p>Ensure that individuals who had been in contact with anyone who is known to be infected confirm that they have contacted 111 or the GP and are self-isolating and, where needed, they are being tested. Those individuals must liaise with Pastoral Team on a frequent basis</p> <p>To work with Public Health England to ensure that the school is safe for the students to return</p>	<p>Head/SLT/Trust</p> <p>Head/SLT/Trust</p> <p>SESM</p> <p>Head/SLT/Trust</p> <p>SESM</p> <p>SESM/PA to Headteacher</p> <p>Pastoral</p> <p>Head/SLT/Trust</p>
<p>Ensuring that all external examinations will happen</p>	<p>If school is forced to close then attempt to enact a shared examination protocol between the Trust</p> <p>Contingency arrangements being explored –possible use of sports hall, community centres</p> <p>Keep up to date with information from Government, track and trace and possibility of whole school testing.</p> <p>In the event of lack of invigilation, trained school staff will be used and if necessary this may involved staggering teaching and learning to school years not involved in external examinations</p>	<p>Head/SLT/Trust</p> <p>SESM</p> <p>Head/SLT/Trust</p>

Appendix 1
To
Contingency
Plan

Exam Season

Step By Step

Part of the Exam Contingency Plan

General

The purpose of this guide is to give insight into the role of the exams officer on a month by month basis.

Alongside this guide the following resources are available:

SIMS – In SIMS Documentation – download the latest copy of the Exams and Assessment handbook. This give full information on Administering and Registering Candidates for Exams, preparing exams organiser for an exams season, processing results and calculating PI date in exams and SIMS, results days, importing results, structuring your basedata, setting up a domestic season for mocks and using the unit seating wizard.

Each of the exam boards have designated websites and support staff on the end of a phone to aid and assist you. Always ensure that when speaking with the exam boards you name a note of the name of the person you have spoken with. You may find this useful in the future.

All exam boards have designated locked exams officer sites for which you will need a login and password. This may require prompt action and access gained via a letter from the head of centre. Exams officers have more access than normal teaching staff so although you may have access you will need full exams officer access to gain full functionality.

The Exams Office is a good source of information as is the exams officers' facebook page if needed.

- Room bookings and invigilation – Contact Senior Executive Support Manager or to arrange Invigilators. Rooms to be booked through Reception at the Academy
- Email Estates and Facilities (E & F) to request desks, chairs, exam boards etc and attach copy of seating plan
- Email e-test seating plans to IT as they should set up individual computers
- Email to request readers/scribes and any additional invigilation requirements (e.g. using learning mentors) to Senior Executive Support Manager
- Prepare candidate names and numbers to place on each desk for all exams -

How long to keep....

Certificates	Keep for 10 years from date of issue, then may be destroyed (ABs say keep for one year). Keep with student records
Results	10 years (the same as for all other student data)
Attendance registers, statements of entry, seating plans	Keep for one year
Coursework	Keep until after end of post results services
Provisional results	No need to keep exam board results slips
Broadsheets	10 years
EAR and ATS	Keep with results and make manual alterations in SIMS
Access Arrangements info	Governed by the Data Protection Act and not JCQ. JCQ suggest 'for as long as it is needed' and 'until after any appeal dates have passed'.

QAN codes

QAN codes change when the specification changes. To find QAN codes:

SIMS| Tools| Statutory Return Tools| Update QANs and discount codes for Course Manager

These can also be found when basedata has been imported under Exams – Basedata – go to the relevant board – right click under the relevant element and look in properties.

To access candidate numbers

Either through Exams Module or SIMS Reports, student lists general student lists and select exam number from the right hand side under registration details

Private candidates

- Private candidates may be taken at the discretion of the Academy Principal – refer candidates to City College Norwich if you do not wish to accept them.

Timeline

Month	Date	Task	Deadline for return to EO
September	01	Download basedata (Nov series)	
	05	Collect estimated entries (for summer season)	26 September
		Update and issue Student Handbook to Y10-Y13 or issue notices to candidates as appropriate	
		Update JCQ information	
		Update Master Schedule	
		Download fees lists from ABs and update Exam Fees list	
	14	Collect entries for Nov (GCSE English and maths re-sit)	26 September
	20	Deadline for EAR (summer)	14 September
	25	JCQ information for candidates notices: send 'Privacy Notice', 'Written Exams', 'Social Media', 'Coursework' and 'Controlled Assessment' to all relevant students, or add to student intranet	
	25	JCQ instructions: email 'Conducting Coursework', 'MFL Listening Exams' and 'Controlled Assessment' to HoS	
		Update Invigilator Handbook and Exams Office Manual	
		Organise invigilator debriefing session	
Notes		<p>Register new students for all vocational courses and check registrations of current students for leavers and joiners.</p> <p>Check with SLT when mocks will be schedules for the year.</p> <p>Check whether University testing will be required.</p>	

		<p>New stationery should arrive from JCQ and new instructions for conducting examinations'</p> <p>Make initial enquiries regarding adhoc exams and on time demand testing</p> <p>Prepare information for Tables Checking and Census</p> <p>Look at Policies</p>	
October	04	Deadline GCSE re-sit entries (Nov)	25 September
	04	Deadline for ATS to support T&L	25 September
	10	Deadline for estimated entries to ABs (summer)	01 October
	20	Deadline Registrations	
	31	Deadline for notifying stationery requirements to ABs	
	31	Deadline for receipt of GCSE and GCE certificates	
Notes		<p>Prepare paperwork for the November series.</p> <p>NCN form</p> <p>Liaise with SENCO on access arrangements</p>	
November	03-05	GCSE exam (re-sits English and maths only)	
	10	GCSE and GCE certificates available for collection	
	13	Basedata released (summer)	
	20	Deadline to submit special consideration requests (Nov)	
Notes		<p>Tidy exam cupboard</p> <p>Order stationery</p>	

December	08	Email HoF and HoS for summer GCSE and GCE entries	09 January
Notes			
January	06	Restricted release of GCSE results (Nov 15)	
	17	Issue GCSE and GCE Element Entry Listing	24 January
	17	Distribute GCSE and GCE Candidate Timetables - Default	
	24	Prepare GCSE and GCE series marksheets in SIMS	
		November Results due in Enquiry about results Check vocational entries and registrations Recruit invigilators for the summer	
February	21	Deadline for GCSE and GCE entries	
	22	Send email and availability spreadsheet to invigilators for summer exams	04 March
	28	Deadline for receipt of GCSE certificates (Nov)	
		Update exam guides on website	
Notes		Check for amendments and publish deadlines for changes Ensure non-examined assessment dates are established Check candidate information Access arrangement deadlines Make sure information for transferred candidates is processed	
March	07	Email CA deadlines to HoS	

		Prepare seating plans, resolve clashes, book rooms, allocate invigilators	
	21	Final date to process access arrangement applications	
	21	AQA, Edexcel and OCR Very Late Entry and Amendment deadline	
	31	WJEC Amendment deadline	
		Organise invigilator training session for April	
Notes		Start summer paperwork Prepare mock seasons Release full timetable with access arrangements in place	
April	01	Distribute Individual Timetables and Student Exam Procedures via Assistant Heads of House	
	10	Deadline for teacher assessed totals and predicted grades	
	21	Last date to apply for an entry fee refund for a candidate withdrawn	
	22	AQA, Edexcel first date to be charged very late entry/amendment fees	
Notes		Paperwork completion Papers will start arriving check and sort Prepare exam stash Internal assessments and endorsements	
May	11	GCSE and GCE exams start	
Notes		Dispatch coursework Final entries	

		Invigilator time sheets	
June	24	GCSE and GCE exams finish	
Notes		Special considerations	
July	06	Deadline to submit special consideration requests (Jun)	
	17	Restricted release of GCE results	
	24	Restricted release of GCSE results	
	26	Final date for Priority EAR (summer)	
Notes		Prepare for results days Tidy exam cupboard	
August		Results days	
Notes		Restricted access Prepare info for SLT and HoD's Statement of results Post results service	

Basedata

A2C data exchange

A2C is available from the JCQ website (ask ICT Support).

Acquire access key from each AB: In Status, click on 'Acquire Access Key', log in to AB, select 'Download A2C access key', then:

- You must take a note of the password shown, as it will be needed later. Use the 'Copy to clipboard' function
- Click on the 'Download access key' button
- In A2C Status tab, click on Import Access Key(s)
- When computer downloads opens, double click on access key
- Paste the password in the box and click 'OK'
- A green light then appears to show that A2C is connected

Basedata is also available from each of the AB – Google the appropriate AB and the relevant basedata you require eg AQA Summer 2019 basedata and this will generally take you to the right location.

Download basedata – unzip where required – To find the correct place for the for the basedata to be input:

Exams – Tools - School setup – School details – EDI Directories in eg

S:\SIMS\Exams\Inbox

Seasons

Before creating a season, the season pattern must be set up

- Select Tools - School Setup - Season Pattern
- Click the Add button to add a new Season or highlight an existing Season name and click the View/Edit button to edit an existing Season.

Examples of Seasons are set as follows:

Exam seasons	Short Name	Season Pattern
November	Nov	October, November
January	Jan	January, February
Summer	Summer	May, June, July

Although Examinations Organiser provides you with a set of default data, you must manually create a new Season to administer the examinations that fall within that time frame.

- Select Tools | School Setup | Seasons to display the Seasons Browser.

- Click the Add button to add a new Season or highlight an existing Season name and click the View/Edit button to edit an existing Season.
- Select the Season Pattern on which you wish the Season to be based by clicking the Browser button. **N.B.** It is not possible to run the same exam more than once in a season.
- Enter the Calendar Year to which you wish this Season to apply. This combines with the Season Pattern name to generate the default Season Name that cannot be edited.
- Enter the Start and Finish dates for the Season or select the dates by clicking the Calendar button. (These dates indicate the life span of the Season, i.e., the dates between which the examinations are being dealt with rather than the date of the first and last examination).
- Enter a Season Description if required.
- Select the Default Season check box if you want this to be the default Season.
- Click the Save Record Changes button on the Focus Bar.

Importing and administering basedata

AQA: Exams administration| Entries| EDI and basedata

Edexcel: Support| EDI and basedata

OCR: for Exams Officers| Basedata

WJEC: Exam officers| Basedata

- Basedata is available on the websites of exam boards
- Import zipped exe.files (save as) into SIMS|SIMS|EXAMIN and unzip them before trying to import.

N.B. Ensure that the Basedata is not in a Sub-Folder in the EXAMIN folder. If the file path points to the EXAMIN and the Basedata is inside another folder in the EXAMIN, it will not be recognised by Exams. (Check in Exams school setup to make sure).

In Examination Organiser:

- Select the correct season for the basedata
- Click Manage Basedata icon on toolbar or Focus| Basedata
- Right click exam board| import basedata wizard
- Click navigator button to display files: OK| next| series title (e.g. Summer 2019)| finish

Restructure basedata:

- AQA: GCSE Science, combined Science and AS and A2 all have to be set up as new awards e.g.
- Edexcel, OCR and WJEC: R click award, add existing elements, update

NB: other qualifications

AQA ELC: Same as GCSE entries

Skeleton Timetable

Once marksheets with entries have been set up, print a skeleton timetable. This can be printed and used to note receipt of exam papers.

Website: in January, use the skeleton timetable to prepare a simplified version to be added to the Academy website.

Bulletin: in February, use the skeleton timetable to prepare a timetable showing morning and afternoon sessions.

Estimated Entries

All ABs collect estimated entries for the summer series for some but not all qualifications.

The ABs use estimated entries to send out any pre-release material, estimate the number of exam papers required and the number of examiners and moderators.

All estimated entries are submitted on the secure areas of the AB websites.

Estimated entries for summer estimates are required by 10 October, but set your own deadline two weeks before this date.

At the beginning of September send Heads of Faculty and Heads of Subject a spreadsheet showing their subject with the current exams and their codes. Ask that HoFs and HoD to provide estimates of the entries for each exam code that will be made throughout the year and that they also check the exam codes and add any new exams and delete any that are not now being offered. See Exams Estimated Entries.

Once the estimated entries have been received update the Master Entry spreadsheet/file with any changes to ABs and codes.

N.B. Don't forget to make estimated entries for any new subjects!

Top Tip for OCR Interchange:

Selecting 'Entry estimates' from the drop-down menu in 'Restrict search' will limit the search to show rolled over final entry data only. Leave 'Qualification type' set at 'All' and the 'Search subjects' box blank.

Exam Entries and Amendments

Importing students to be entered for exams

SIMS |Examinations |Select season |Focus |Candidates |Internal |Assign

Source Population: click on field browser button, National Curriculum Year, select year group, 'choose all' or choose individuals, update. Adjust dates if necessary.

Ensure that each candidate has an exam number and UCI number (students transferring from another school may have a UCI number so **DO NOT** generate a new number)

To allocate exam and UCI numbers:

- Tools |Allocate UCI & Exam Numbers |select year, tutor group or pupil then allocate UCI/Exam, save

N.B. Remember to update Access Arrangements in Focus |Candidates |Internal and order modified exam papers before deadline

Where the legal forename or surname of a student is different to their preferred name, enter the legal name in Internal Candidate Details in the Exam Surname/Forename section, and this will feed through to the seating plans, which will then tally with the exam registers.

For external candidates, either set up as new or if an ex-student, search using first two letters of surname.

To check that courses are set up to assign students from, go to SIMS|Tools|Academic Management|Course Manager|Maintain Course. Ensure that the current academic year is shown.

Entries

Select season

Marksheet setup

- Focus
- Marksheet Setup - series
- Select the series (each awarding organisation)
- Select the awards for which marksheets should be created
- Select template options (separate marksheets, not consolidated), next
- Select elements (deselect any not needed), next, next
- Select course or National Curriculum year group (useful for Maths, English and Science), next, finish, close

N.B. Equivalent marksheets show points for certification grades - the opposite of what is shown on the Results marksheets. Endorsement marksheets show the grade for the spoken element of English Language.

Marksheet entry

Entry marksheet: Enter 'Y' to enter each candidate (it will show in red until saved). If entering all students, Right click on heading and click 'select grade', 'Y', then ☒ to save

When marksheets are complete select 'Data Entry is complete' and ☒ save

Individual entries

Focus| candidates| internal or external

Checking entries

Reports|Entries|Examination Entry Lists

Examination Entry Lists Report

This report is used to circulate a list of entries currently stored in the module to Heads of Departments, Course Managers and Class Teachers, for them to check whether the information is correct and complete.

For each of the Components selected, the Report Header includes Season, Board, Award and Component details, etc. For each of the Components selected, the Report Body consists of the name of the Candidate entered, their Year, Reg. Group, Examination and UCI Numbers and the Entry Mode.

Report type: Element entry listing

Include signature box: ☒

Notes: 'Please return to Exams Office by (4 weeks before entry deadline).
Candidate timetables will then be issued on (date)'

Board: All Qualification:

All Level: All

Selections: Click magnifying glass, choose all elements, update, and ok

Attach cover sheet (vibrant colour) and Examination Requirements sheet (coloured) with each examined unit:

Please find attached candidate entry listing for each unit of the subject award. Please check that these entries are correct, sign and return the form to me. If there are any errors or omissions, please let me know urgently.

Once I have all of the signed candidate entry listings returned (by Date), I will distribute individual candidate timetables.

Also attached is a sheet for any special requirements for that exam. Please complete and return to me as soon as possible.

Submission of exam entries / amendments

Only one entries file for a given Examination series should be submitted to each examination board. This file should contain the majority, if not all your entries.

An amendment file should be submitted in the event of any change to the original entry or to the personal details of a candidate. The file will include complete replacement records for all candidates whose entries and/or personal details have changed since the entries file or last amendment file was submitted. The examination board will then determine the differences between the amended and submitted record and the data held on their database.

Examinations Organiser checks the Entries file sent to the examination board, and then applies to this image, in order, any subsequently submitted amendments. Once it has established this consolidated image, it compares it with the data currently held in the system. Any alterations found are reported as an amendment. It follows that, if an amendment file is generated for every

change that occurs, the process will progressively slow down. It is inadvisable therefore not to generate more than one amendment file per day for any series.

A candidate with no subject entries is interpreted as an instruction to withdraw the candidate for all subjects. Individual examination boards may, however follow their own procedures on candidate withdrawal.

Focus |Submissions |Add

Board: Select exam board

Series: GCSE or GCE

Type: Entries, Amendments etc

, lock system? then if no errors

Note file names then unlock

A2C: Send/receive all files the check outbox |logs to ensure that all files have been sent

This report should be produced after entries have been made, but prior to submission to the Boards.

Spoken Language Exams

External Examiners must be escorted to and from the exam room. They must not be alone.

On the day of the exam the examiner should bring with them their DBS certificate (if held) and photo ID. If there is no DBS, they should bring proof of their address. Advise reception of the date and time that the examiner will arrive.

Examiners should invoice for £25 per hour.

Email Line Manager to let them know that the examiners will be on Academy premises to support students in their spoken language exams.

Timetables

Using the skeleton timetable in SIMS Exams also prepare a simple word document version for the Academy website and a version for the weekly bulletin if required.

When the Element Entry Lists have been signed and returned, print two x Individual Candidate Timetables (Default) for each student. Before the submission deadline, distribute one copy to each student during assembly (for Y11) or via Heads of House, and a second copy for our files.

Reports| Entries| Candidate Timetables-default

Individual Candidate Timetables (Default) Report

This report provides a personal timetable for each Candidate. However, this report extracts data directly from the imported basedata and therefore does not provide information relating to Seating Organiser (exact times, venues, seating positions, clash resolutions, etc.).

For each Candidate, the Report Header includes personal and school details. The Report Body is a columnar list in two sections. The first section details the Coursework Components, if you elected to include this information in the report and includes details such as the Examination Board, element and component.

The second section details the Timetabled Components and is always displayed in the report. This section displays the date and time of the examination, the associated Examination Board, Level and Element details.

Group: Summer
Order: Reg group and alphabetical
Report footer: PLEASE CHECK YOUR PERSONAL DETAILS AND YOUR TIMETABLE CAREFULLY REFER ANY ERRORS, OMISSIONS OR EXAMINATION CLASHES TO THE EXAMINATIONS OFFICER

Include coursework components: Yes

Once seating plans are complete and any clashes have been resolved, print individual candidate timetables (Reports|Seating Organiser|Individual Candidate Timetables) and distribute via Heads of House at the end of term 4 or beginning of term 5.

Group: Summer
Order: Reg group and alphabetical
Report footer: PLEASE CHECK YOUR PERSONAL DETAILS AND YOUR TIMETABLE CAREFULLY. REFER ANY ERRORS or OMISSIONS TO THE EXAMINATIONS OFFICER IMMEDIATELY.

Individual Candidate Timetables should be distributed via tutors and a group call message sent home advising parents timetables are available.

Attach the following note to each timetable:

Student Exam Timetables for summer __

Please look at the Student section on the Academy website where you will find the Student Parent/Carer Examination handbook

Thank you

Examinations Officer

Seating plans

The minimum distance in all directions from centre to centre of a candidate's chair **must** be 1.25m.

Select icon or Focus | Seating Organiser

Select start date and end date then

Sort exams in date order, select exam, then

Where one exam follows another, start the second exam 5 minutes after the first exam ends. Also, check with subject tutor whether it matters which paper is taken first.

The yellow ICE book states that: If candidates are taking two or more papers timetabled in a session and the total time is more than three hours including extra time and/or supervised rest breaks, you may conduct an examination in a later or earlier session within the same day, without the need to complete any paperwork.

Component sitting | to add room | choose all then remove access students

N.B. some subjects (Media Studies and PE may require dvd facilities, French, Spanish and Music may require listening facilities)

Rooms and candidates can be added, edited and deleted

Also, ask if there are any students who require applications for Special Consideration to be made for all their exams A list is these are available

Reports – seating organiser – candidate's special arrangements

Choose group if you require this by year group or Individuals for all students.

Press print. This will produce the required list

Viewing Potential Clashes

Clashes will occur when a candidate has been scheduled to sit two examinations at the same time. If this is the case, this is identified by the clash Status reading Potential Clash in the list box on the right-hand side of the Create Component Sitting for Component dialog.

1. To view details of any potential clashes for a specific candidate, right-click the required candidate in the list box and select Clash Properties from the pop-up menu to display the Clashes for Candidate dialog. The Availability of Candidates frame displays details of the component with which the seated examination clashes, including its name, code, room, date and start time.
2. If any components are displayed as clashes in this way, read Timetable Variations) in the JCQ book

3. Once you have been given permission to change the date and/or time for an examination, you can delete the clash booking by right-clicking the required booking and selecting Delete Booking from the pop-up menu. You can then use the Seating Organiser Details form to create a new component sitting to replace the one deleted, editing the date and time as agreed with the examination board and assigning the required candidate(s) to that sitting.
4. Click the Save button to close the Clashes for Candidate dialog.

Component Sitting Integrity Check

This report displays those Candidates who have been assigned a seat for an examination but have since been withdrawn from it. This enables the Exams Officer to remove that Candidate from the seating plan manually. Alternatively, this routine can be used to delete such Candidates from the seating plan automatically.

1. Select Tools | Component Sitting Integrity Check to display the Component Sitting Integrity Check dialog.
2. Select either the Season or the Date Range radio button to determine the reporting range.

Click the adjacent Browser button and select the required Season from the drop-down list or click the appropriate Calendar buttons and select the required start and end Date Range from the Calendar.

If you have selected a Season, rather than a date range, you must specify a Series.

3. Select the required Series by clicking the appropriate Browser button.
4. In the Action frame, select the outcome of running this check, either Report or Delete.

Select the Report radio button if you want to view the outcome on screen for analysis or select the Delete radio button to remove the Candidate(s) without a corresponding entry from the seating plan.

5. Click the OK button.

Exam room closures (in SIMS)

Focus |School |Arrange Cover

- Week beginning
- Highlight day
- New closure - select room from list and times
- If the room is already timetabled, select a free room on RHS to transfer to
- Email details of room changes to teacher

Print seating plans

The Switch to high resolution check box is enabled only for rooms defined as large (i.e. rooms that have more than 14 rows or more than six columns), and defaults to selected for all such

rooms. Select or deselect this check box as required, to determine the layout of the report output.

To increase the display on each page to 11 columns by 14 rows, select the Switch to high resolution check box. This check box is automatically selected for large rooms. (This option is disabled if All Rooms is selected.)

Reports |Seating Organiser |Seating Plans

Format: Invigilator - shows exam end time

Switch to high resolution: ☒

N.B. Keep noticeboard copies in office and put all other copies with invigilator trays.

Reports |Seating Organiser |Exam Registers

Exam Preparation and Exam Day

Email Facilities before exams to ask them to arrange the following:

- the number of desks / chairs that are required (plus extra at the front of the hall for exam papers), and attach the seating plan.
- advise move any daytime classes

Spoken foreign language exams

Foreign language exams (e.g. Spanish, Portuguese) will require a native speaker to be booked for the spoken language exams. Normally pay £25 per hour and the examiner should send an invoice. On the day of the exam, the examiner should bring their DBS certificate (if they have one) or proof of address if not, **and** photo identity. Escort the examiner to and from the exam room.

Examination registers

Print examination registers daily via Reports|Seating Organiser|Examination Registers. These are then used to check against exam board registers and will identify and entry changes. Invigilators should then notify EO so that any entry amendments can be made.

Missing attendance register

Contact the AB

Yellow Label Service

Parcel Force collect every day by a pre-arranged time. Eg 2-4pm. Collections can be booked on 0844 5617998 or online at www.parcelforce.com/education/yellowlabel. Despatch logs must be signed by the driver.

Submitting Coursework Marks

This is now generally done online with the appropriate AB. HoD generally have access to this but if not then you will need to arrange access directly with the AB

Follow the instructions online and ensure that results are not only input but also submitted by the required deadline.

N.B. A coursework mark for a Component should normally be sent only once.

Extensions and Special consideration

Advice from ABs regarding extensions special consideration for coursework:

Telephone the AB to enquire on how to apply for an extension. Generally they will require an email for this.

Special consideration are input via the AB website where full details can be found. It is good to ensure that you have all the relevant information before starting this process. There are categories and criteria in which each special consideration fits into so the more information you have including medical evidence the better.

You may get instant approval that this has been accepted, alternatively the AB could ask for more information regarding the incident/circumstances. Follow the instructions given.

Special consideration may be applied for if, in a single day, a candidate has more than 5h 30m of GCSE exams, or more than 6h of GCE exams.

Results reports: the component mark list can be downloaded from the exam board and special consideration will be shown.

Results

Tools|School Setup|Results Embargo

Start date and time: midnight Wed

End date and time: 6am Thu

Exceptions:

- Advise students when they can collect their results.
- Update 'ROR Forms' and 'CandidateConsentFormATS' then print sufficient copies

If a student wishes a parent to collect their results, or wishes them to be emailed to a parent email address, they must make the request in writing. The parent must bring identification to collect results. Requests from parents will not be accepted.

Query, Pending, Absent (QPX) are notifications that may require calls to the awarding organisation

- Prepare address labels and envelope and have ROR forms printed and insert with each result.

Download results

A2C: send/receive files (if results are not showing in the inbox, check the log. If they are there, close A2C then re-open). Ensure that BTEC and OCR Camb Nats are also downloaded. Make note of AB and file name e.g. Edexcel 10.X01 then,

SIMS|Examinations|Tools|Import Results and Enrolments

If OK, select the results file to be imported and if there are any errors, print.

When importing results, the following errors can be written to a log file:

1. Results for Elements absent from imported basedata:
This signifies a result contained in the result file that cannot be matched with an Element in your basedata. This can be resolved by refreshing your basedata with the missing Elements.
 2. Results not matched by an entry:
This signifies that there is a result in the result file for which there is no corresponding entry. If this error occurs, no action is necessary as the results may stand by themselves.
 3. Results indicated as being returned against a different Element entry:
This signifies a result in the result file which is associated with an Element, but it is not the Element for which an entry was made. The system will check that the Element for which the grade is issued has been imported and record the result against it
 4. Results with a Partial Absence flag:
This signifies that a student has not completed all of the necessary components of the examination. If this error occurs, no action is necessary as this report is for information only.
 5. Results which differ from a previous import:
This signifies a re-import of a result file. If this error occurs, no action is necessary as this report is for information only and the system will overwrite the existing result.
 6. Result not in range defined for the Aspect:
This usually signifies that a grade contained in the result file is invalid. If this error occurs, we would advise to contact the appropriate Board, however, there may be some corruption within the basedata that should be checked first. Check the element properties in the Basedata (Focus | Basedata - expand the award to view element. Right Click on Properties to view the gradeset)
- The Import Status and Errors boxes will update accordingly as the import proceeds.

Then: Reports |Results |Candidate Statement of Results

Select by: Groups, choose relevant NC Groups and Ext candidates, update, print. Once the embargo has ended, export results to DMS which shows the results in SIMS| Linked Documents section on RHS

Order by Candidate Name (or Reg Group + Candidate Name)

Page per student ☒

Print on headed stationery ☒

AB Websites

Grade boundaries (raw mark vs. UMS) may be available on AB websites at results time. If so, print two copies and put in files in staff room.

Download broadsheet and component mark list for each AB and pass to HoD

Manually Entering/Editing Results - Examinations Organiser

Please view the Guide to Importing and Analysing Results in Examinations Organiser for further information on the import of Results.

To manually enter a result, you can do this through a Marksheet or via Edit PI Data.

- Create a Result Marksheet in Examinations Organiser through: Focus |Marksheet Setup - Award (or Series). After Creating the Marksheet, go into Marksheet - Data Entry and enter the Results.

Via Edit PI Data

- Select Tools | Examinations | Edit PI Data in SIMS.
A confirmation dialog is displayed. If you have not already imported the most recent version of the Performance Measures file, please do so before continuing.
- Click the OK button to display the Edit PI Data page.
The page is populated automatically with the details of all the pupil/students who are taking exams within the Current Season displayed at the top left-hand side of the Edit PI Data grid.
- After searching for the required pupil/student, highlight their name in the Edit PI Data grid.
All their existing Exam entries are displayed in the Performance Results panel at the bottom of the page.
- If you want to manually enter results for this pupil/student, click the Add Result button in the Performance Results panel to display the Add Result dialog.
This dialog is blank until you have entered a valid Qualification Accreditation Number in the QAN field. N.B. The QAN code must be entered without slashes.
As you enter the digits of the QAN, the list reduces automatically until a single matching examination/course combination remains. You can also locate the examination/course combination by entering the subject or exam board details.
- Select this combination to populate the QAN field.

- Click the Refresh button.
The Subject, Level, Course, Awarding Body and exam Title fields are populated automatically with the related details of the specific QAN code. If the course has been linked in Course Manager and the QAN/Discount Code/Course combination is unique, the Course field is populated automatically. The button name changes from Refresh to Change and the QAN field is greyed out.
- If you want to enter a new QAN, click the Change button to activate the QAN field again. The name of the Change button reverts to Refresh, enabling you to enter a new QAN. Click the Refresh button to populate the relevant fields with the details of the new QAN.
- Select the achieved Grade from the drop-down list. Only grades that are appropriate for the selected QAN are available for selection.
If a Level 1 or Level 2 QAN, the Key Stage 4 Equivalence Entry and grade value points are populated automatically.
If an AS QAN, the Key Stage 4 Equivalence Entry and grade value fields and the Level 3 Equivalence Entry fields are populated automatically, this is applicable to schools in England and Wales only.
If an A2 or other Level 3 QAN, only the Level 3 Equivalence Entry fields are populated. The Points field is also updated to reflect the relevant points value. The Discounted check box can be selected manually, if required.
- Click the Save button to return to the Performance Results grid.

Do not enter results manually via Tools|External Results|Manual Entry unless these are results achieved elsewhere and are not to be included into your schools performance. Doing this and not changing the effective date will show the date the results were entered in SIMS.net Exams link.

Adding Examination Results via Tools|External Results|Manual Entry

- Click the Add Item button in the Results frame to display the Prior Result Detail dialog.
- Select the Board, Level and Subject with which you wish to associate the result by clicking the Browser button and selecting from the drop-down list.
- Select the Result Type for the result by clicking the Browser button and selecting from the drop-down list.
- The Grade set is calculated automatically from the combination of Board and Level selected.
- The Aspect Name is calculated automatically from the information already entered in this dialog.
- Select the School at which the examination result was achieved by clicking the Browser button and selecting from the drop-down list.
- Select the Month and Year in which the certification result was achieved by clicking the Browser button and selecting from the drop-down list. The options are January, June and November (the only months in which certification results are issued) for the month, and the current year and four previous years are available for selection for the year.
- Enter the Result that the Candidate has achieved for the selected examination.
- Click the Save button to return to the Prior Exam Results Detail dialog.

Editing an Examination Result

When editing existing examination results, it is possible only to edit the result itself. It is not possible to edit the associated Examination Board, Subject, Level, etc.

- Click the Edit Item button to display the Prior Result Detail dialog.
- Enter or edit the Result that the Candidate achieved for the selected examination. The result entered must be a valid grade from the grade set associated with the result record.
- Click the Save button.

Deleting an Examination Result

You can delete an existing examination result that was added in error.

- Highlight the required examination result in the browser and click the Delete Item button.
- Confirm the deletion by clicking the OK button.

Post Results Services

Review of Results

Update forms: All Exam Boards Deadlines Fees ROR

Each applicant must complete RoR form found on JCQ website. Each exam board has different fees for each service.

If a review is requested, there is no charge if the overall grade increases. However, ATS is always charged for, even when the grade is increased. Edexcel offer a free ATS service.

Full details and services can be found on each AB website.

Manually Entering/Editing Results - Examinations Organiser

Please view the Guide to Importing and Analysing Results in Examinations Organiser for further information on the import of Results.

To manually enter a result, you can do this through a Marksheet or via Edit PI Data.

- Create a Result Marksheet in Examinations Organiser through: Focus |Marksheet Setup - Award if not already set up. After Creating the Marksheet, go into Marksheet - Data Entry and enter the updated unit result(s) and/or grade
- The UMS total should also be amended in the Equivalent Marksheet

Vocational Qualifications

Edexcel BTEC

Basedata is tailor made for each school and is downloaded via Edexcel Online |BTEC |Basedata

- Obtain approval for all programmes via BTEC |Approvals - schools or FE |Qualification Approval |Select approval required

- All registrations must be made by 1 November each year (in September series)
- Edexcel send all programme registrations and allocated completion dates in December. Completion dates can be updated if necessary
- Create registration, amendment and transfer files (if converting to higher or lower programme) under series 9B (Sept) for exam board ID 13 in EDEXL/REG and upload via A2C
- To request results files, create entry marksheets (to match original entry in series 9B) under series 7B (July) for exam board ID 15 in EDEXL/KSQ and upload via A2C. The deadline is 30 April. If candidates decide not to complete the full award it may be possible to transfer them to a lower level e.g. Certificate instead of Diploma, which may then be claimed as a full award. Results files will be sent on Monday of GCE results week
- Claims can be made online or by completing the SRF. Certification deadline is 5 July.

Edexcel BTEC: Special season 'BTEC Registration' each September. Deadline for entries is 1 November.

Edexcel Approval: Select qualification: BTEC
 Approvals: Schools and FE
 Qualification approval: Type: Transferable skills
 Sector: Entry level FS
 Accept T&C, submit

BTEC basedata: Select BTEC qualification
 Select EDI basedata
 Format: JCQ
 Subtype: Registration or Results (at end of academic year)
 Check approval year
 Select programmes
 Submit

Basedata will appear in mailbox. Open, then drag to basedata folder (exam basedata) before unzipping and moving to EXAMIN. When importing into SIMS |Examinations |EDEXL/REG use series title: e.g. BTEC Summer 2019

BTEC Registration Procedure

(See AwardingOrganisations > Edexcel > BTEC > BTEC registration procedure via SIMS)

- Assign students as candidates
- Create marksheets. If a student does not appear on a marksheet, check that are showing as internal candidates
- Enter information into marksheets after changing effective date to today's date and click 'refresh'

On screen on-demand tests – some can now only have 1 resit opportunity

There are no entry deadlines. Bookings can be made two hours before the test but for those with access arrangements tests must be booked 15 days in advance. Access arrangements

may be applied for via BTEC|Access Arrangements. The demo test must be run first and if there are technical problems during the test, phone Edexcel immediately.

See *MakeOnscreenTestBookings* and *RequestAccessArrangementsBTEC* documents in Exams|Awarding Organisations|Edexcel|BTEC.

If a student does not attend a booked session, email examsofficers@pearson.com with candidate name, registration number, old test date and new test date. Once Edexcel have cancelled the original booking, a new booking can be made. If there is another booking at the same time, choose either 30 mins before or 30 mins after the booked time as it is not possible to have more than one booking at the same time. A test can be started one hour before and one hour after the booked time.

BTEC Transfer

- Select qualification
- Select candidates|Transfer within Centre
- Select registration year, then programme or registration number
- Choose candidate, then select programme to transfer to
- Type in new completion date e.g. 31/07/19 then click Transfer

BTEC Claims Procedure

- Select qualification: BTEC
- Select candidate or course
- Click details, then edit
- Select claim type: Full (all required units completed), Interim (registration remains open) or Fallback (for those who do not intend to complete the programme, registration is closed)
- Select unit grades (P pass, M merit, D distinction, U unclassified, T transferred credit)
- Enter award date (when programme completed), then save

BTEC Certification Claim

- Download results basedata
- Create an entry marksheet, then upload via A2C

Functional Skills

Functional Skills basedata: As per GCSE basedata. Import into EDEXL/GVQ.

Download FS papers two weeks after registration:

Qualification| Secure tests| Skills for life| Functional Skills

OCR Nationals See admin guide

Submitting claims: special claim if transferring full course to short course

Importing OCR Nationals Results to SIMS in the Summer Series

Download and import the Basedata

N.B. SIMS cannot import summer results before 15 June of any year

Go to your June/Summer season within SIMS Exams Organiser.

Download the revised Basedata for the summer series from the OCR website at <http://www.ocr.org.uk/ocr-for/exams-officers/basedata/>

Import the revised Basedata into SIMS Exams Organiser.

Nothing more needs to be done with the Basedata files.

Take a copy of the results file

Download your results files from A2C

Go to your Sims → Examin folder. Find the OCR Nationals results file you want to amend. The file(s) will be named 'Rnnnnn72.Xnn'

Copy and save somewhere separately. Keeping a copy of the original is good practice.

Edit your results file

Open the results file saved in 'Examin' with a text editor, eg Notepad.

At the top you will see two lines containing the season details.

- Amend this to 6N19 for June 2019. Remember to edit the year so that the results go into the correct season. Save the file in the 'Examin' directory.

Import the results file

You can now import the amended file (e.g. Rnnnnn72.Xnn) to the June series as per your normal process. Remember to import the amended file and not the backup of the original.

Opening a file using Microsoft Notepad

When you open a basedata file for the first time, you will receive a prompt:

Choose 'Select the program from a list', click 'OK' and select 'Notepad' from the list of programs.

Functional Skills

Edexcel

Test papers will be sent

Other Awarding Organisations

NCFE

Registrations: portal.ncfe.org.uk

- After checking cost of entries, obtain purchase order number from Finance before making registrations.
- Add candidates: either create or add to existing (name, candidate number, ULN number, date of birth and ethnicity is required)
- Sector, programme code (QAN), programme title is required
- Once registration is complete save the following documents in Exams|Vocational|NCFE|Academic year
 - Order confirmation
 - Certificate claim form
 - Candidate statement report
 - Order summary

Certificate claims

- Check current date for certification
- Search for candidates to make a claim, enter batch no. (from candidate status report)
- Select candidates
- Select claim status
- Select each candidate (click on name not tick box)
- Select all units the
- Complete internal moderator name and select declaration

Manually Entering and Editing Examination Results Achieved Elsewhere

You can manually enter or edit examination results for any Candidate in each Season. This is particularly useful if a Candidate has transferred from another school and you wish to keep a record of any examination results that they have already achieved.

It can also be used to edit examination results issued by an Examination Board.

N.B: When manually entering examination results, it is not necessary to import the associated Basedata.

If an embargo has been set for the current Season to disable the viewing or examination related data for a defined period of time, and you are currently in the embargo period, only authorised personnel can run this routine for the current Season.

- Select Tools | External Results | Manual Entry from the Menu Bar to display the Prior Exam Results browser.

Highlight the Candidate for whom you wish to add or edit examination results and click the View/Edit button to display the Exam Results Detail dialog.

Internal Exams

Domestic Season

N.B. Assign students to the season before the start of the season, otherwise the marksheets will not be populated.

N.B. Check QCA codes and qualification against external season.

Create season pattern: Tools|School Setup|Season Pattern **Add**, then Tools|School Setup|Season and select relevant name e.g. InternalSummer. To have 'GCE Exams' available as a gradeset for selection in Exams Organiser, please create a new Grade set in SIMS.net through Focus | Assessment | Gradeset | New. When you then go into Exams, this will be available in the drop down list.

Cloning a Previous Series (Internal Exams Only)

Season can be cloned from a previous season in the Basedata and properties of an individual exam component can be amended e.g. date and time of exam, length of exam:

- Focus|Basedata then R click DOM (domestic) and select *Clone a Previous Series*.
N.B. The Season Code is read-only and is automatically updated when the Code has been entered.
- Enter the Code for the new season in the Title field.
N.B. This code must include a Season number appropriate to one of the months associated with the Season Pattern and an appropriate Level code, e.g. in an External Exam Season, 3G might denote a March GCSE Season.
- Enter a season title e.g. Mocks Summer 2019
- Highlight the season to be cloned from the list
- From the Import frame, select the level of information (Awards, Elements, Components) in the Import frame
- Click the Select button to clone the series

New awards, elements and components can also be added:

- Focus|Basedata
- Add new award e.g. English GCSE Mock
- Add new element e.g. En01 English Tier F GCSE Mock, by R click on series title, or include existing element by R click on award
 - Internal title: e.g. English Tier F GCSE Mock, English Tier H GCSE Mock
 - Entry code: e.g. En01F, En01H
 - QCA code: e.g. FK2A
 - Qualification: Local or GCSE
 - Level: Unassigned or GCSE full course
 - Gradeset result: GCSE Internal (N.B. put Mock in internal title) or GCSE exam grades
- Add new component by R clicking on element
 - Internal title: e.g. English Tier F GCSE Mock Paper 1 Reading
 - Component code: e.g. En/01F
 - Examination date
 - Start time
 - Duration
 - Maximum mark

Planning

- Ask HoFs and HoD for the names of exam papers and how long each exam is
- Do teachers have exam papers and other resources ready? Email HoFs to remind them that they should be providing resources

- Are tiers involved (e.g. English, maths, science, geography)?
- How many invigilators are required?
- Are candidate seating cards prepared?

Admissions Testing Service

All candidates need to be entered for admissions tests at:

<http://www.admissionstestingservice.org/administering-our-tests/register-test-takers/>. The Entries Extranet is a secure website that allows Exams Officers at authorised centres to register, view, modify and withdraw candidate entries. To log into the Cambridge Assessment Entries Extranet, enter www.entries.cambridgeassessment.org into the address bar of the browser. Tests must be registered by 15 October (approx.) check current date and the test date is 5 November (approx.).

Registration process

Collect the following information from the candidate:

- Name (as it appears on their UCAS form)
- Gender
- Date of birth
- UCAS ID (not compulsory)
- Access arrangements
- University/College and course applied to.
- Course being followed

Template forms are available to help you capture this information. Visit the specific test page 'How to register' to download the relevant candidate forms.

Register candidate for admissions test

When registration is confirmed, send the allocated candidate number to the student.

The test pack and admin guide is sent 7-10 days before the test date. Book a collection for returning completed tests to the relevant awarding body.

Download all the information regarding delivery of these qualification from the relevant AB.

Certification and Registration

What does this affect?

This affects the delivery of subjects of GCE and GCSE and vocational qualifications which contain a need for registration and certification.

Purpose of the policy

The purpose of this policy is to:

- ✓ Cover procedures for planning and managing registration of examinations and certification
- ✓ Define staff roles and responsibilities with respect to registration and certification
- ✓ Managing risks associated with registration and certification

What are registrations and certifications?

Registrations are the act of recording a name and relevant information of an individual officially with an awarding body in order to commence a course or qualification.

Certification is the process of giving proof that a candidate has reached a particular standard.

Procedures for planning and managing registration and certification

The basic principles

Quality Assurance (QA) lead/Lead internal verifier (IV)

- Ensures appropriate procedures are in place to allow for registration and certification of qualifications in line with awarding body criteria and deadlines
- Liaises with the Exams Officer to ensure that the centre is registered with the appropriate awarding body before commencement of study by students.
- Confirms with subject heads that appropriate awarding body forms and templates for registration and certification are used by teachers
- Audit the certificate claims made to the awarding body and ensure that Subject teachers liaise with the Exams Officer to ensure accurate submission.
- Where certification is not appropriate, ensure that unit accreditation is gained if applicable.

Subject head/lead

- Ensures subject teachers understand their role and responsibilities with registrations and certification of candidates (or unit accreditation)
- Works with the QA lead/Lead IV and Exams Officer to ensure appropriate procedures are followed with regards to who to register on qualification and/or for certification or unit accreditation.
- Ensures the exams officer is provided with relevant entry codes for subject/course registrations (whether the entry for the course forms part of the overall registration or certification.
- Ensure that each learner is aware of their registration status
- Advise the Exams Officer of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims and/or unit certification claims are timely and based solely on internally verified assessment records and advise the Exams Officer accordingly.
- Keep all records safely and securely for three years post certification.

Exams officer

- Once advised by the AS/IV or Subject Lead/head which courses require registration or certification, sets internal deadlines and informs centre staff accordingly of deadlines and amendment deadlines.
- At the start of each academic year, in consultation with class teachers, register each learner within the awarding body requirements and by the applicable deadline.
- At the start of each academic year and subsequent intervals throughout the year, check with subject teachers the accuracy of the learner registrations to ensure new students joining or students leaving the academy, are appropriately dealt with in regards to registration and certification of courses.

- Where appropriate if a candidate leaves or joins the academy transfer any possible registration between centres.
- Prior to amendment deadlines ensure that all student registrations are accurate and complete.
- Inform awarding bodies of changes to learner details.
- Audit the certificates received from the awarding body to ensure accuracy and completeness with reference to the Subject Tutor.
- Where certification is not achieved ensure where applicable and if possible unit accreditation is gained for the candidate.
- Keep all records safely and securely for three years post certification.

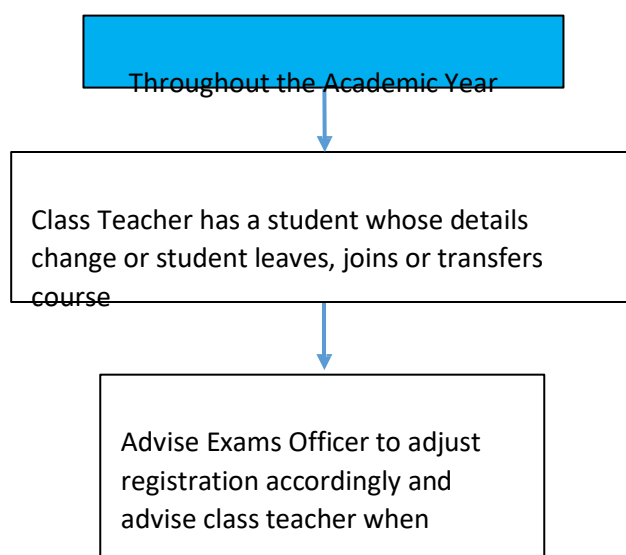
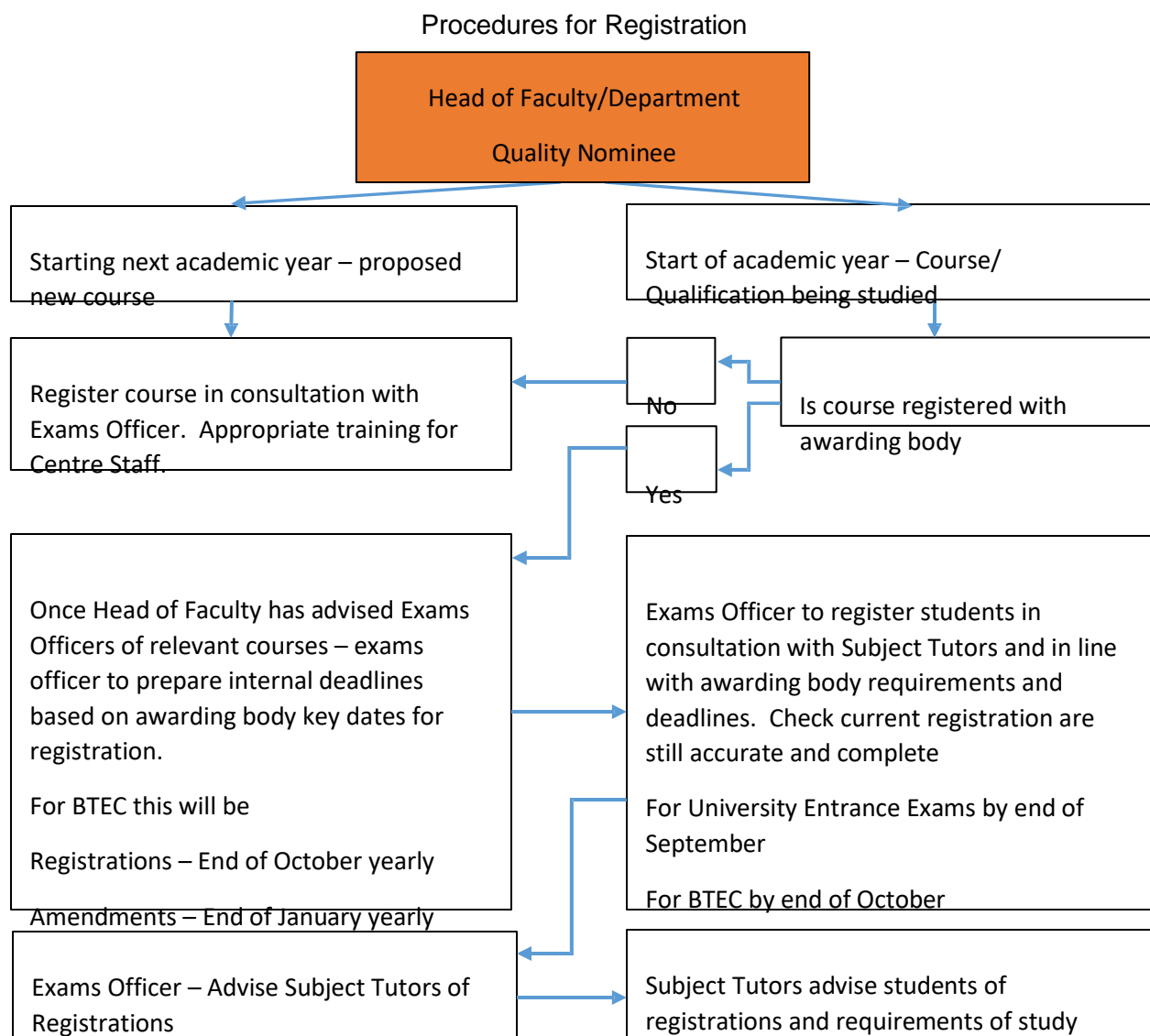
Private candidates

Subject head/lead

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing registration or certification (where the specification may be made available to private candidates by the awarding body)
- Ensures relevant staff in the centre administer all aspects of registration and certification for a private candidate, according to the awarding body's specification

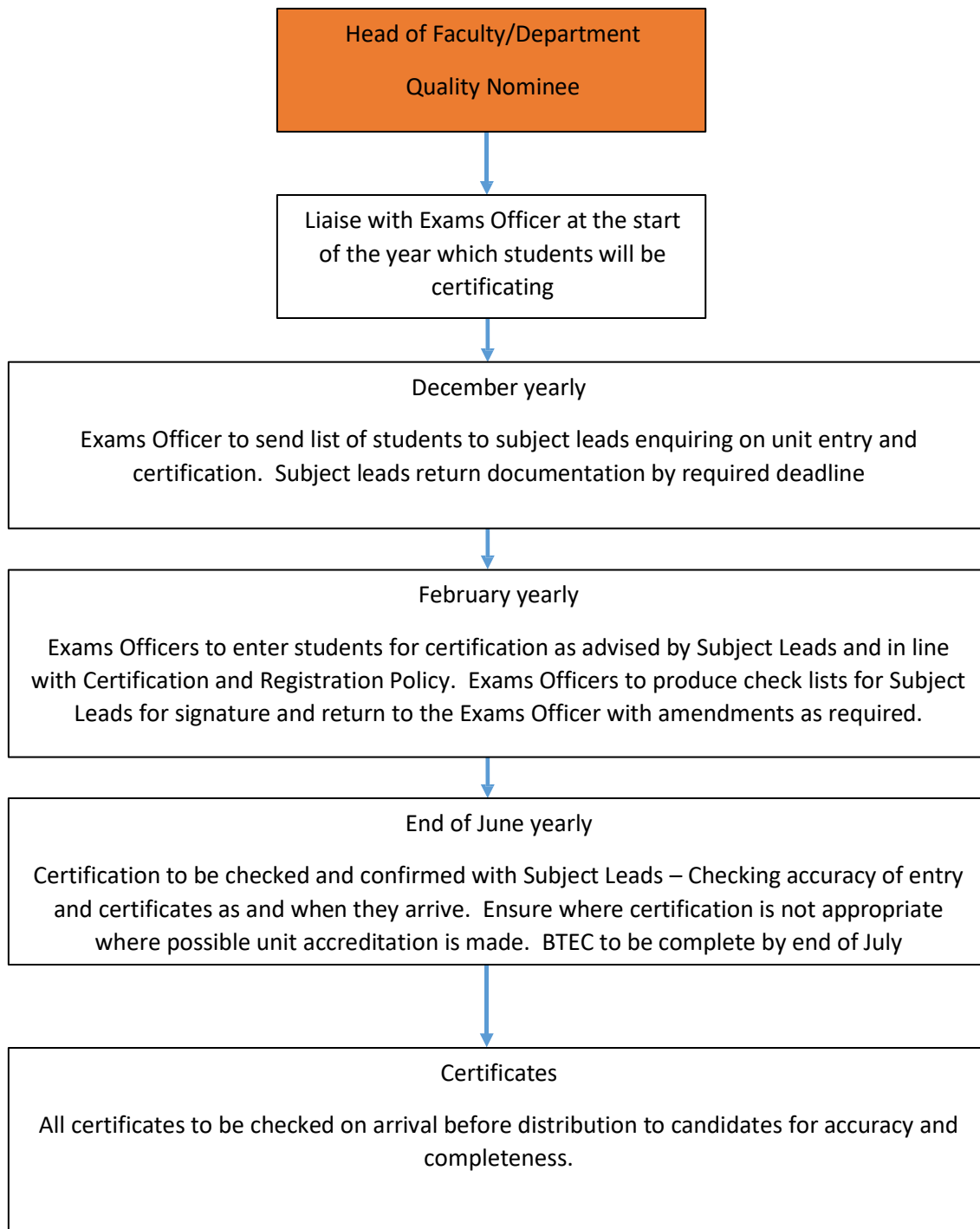
Management of issues and potential risks associated with registration and certification

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Registration and Certification		
Subject teacher fails to meet the registration/certification deadline in the specification	<i>Ensures that subject teachers access awarding body training information,</i>	QN/IV Head of Faculty/Head of Department
Exams Officer fails to meet the registration/certification deadline of the awarding body	<i>Ensures that Exams Officers access awarding body key dates calendar</i>	QN/IV Exams Manager
Subject teacher/Exams Officer long term absence during registration or certification	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	



complete

Procedure for Certification



Access Arrangements

SENDCo - **Kerry Woodrow**

SEND Admin – **Rachel Hill**

What are access arrangements and reasonable adjustments?

Access arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

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

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including but not limited to:

- ✓ the needs of the disabled candidate/learner
- ✓ the effectiveness of the adjustment - an adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.
- ✓ The likely impact of the adjustment upon the candidate and other candidates

An adjustment will not be approved if it:

- ✓ Involves unreasonable costs to the awarding body
- ✓ Involved unreasonable timeframes
- ✓ Affects the security and integrity of the assessment

This is because the adjustment is not “reasonable”. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

Purpose of the policy

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

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

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustment. (This publication is further referred to in this policy as AA).

Disability (exams)

A large part of the access arrangements process is covered in the disability flowchart (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. (See Appendix 1)

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

The assessment process.

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) are appropriately qualified as required by JCQ regulations.

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualifications is obtained and checked against current regulations in AA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

A copy of the qualification of the current assessor is held at the centre and is available for inspection by JCQ inspectors within the Exams Office.

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

Where a candidate has learning difficulties and is not subject to a current Education, Health and Care Plan the SENDCo must paint a picture of need and demonstrate the candidate's normal way of working and complete Section A of Form 8 prior to the candidate being assessed following JCQ requirements and the AA guidelines for assessment of a candidate's learning difficulties.

The assessor must discuss access arrangements with the SENDCo. The responsibility to request access arrangements specifically lies with the SENDCo.

- ✓ The assessor must carry out tests which are relevant to support the application, for example, if the candidate requires a reader but does not have writing difficulties, there is no requirement to carry out tests of writing skills.
- ✓ A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements. An independent assessor must

contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.

- ✓ Current editions of nationally standardised tests which produce standardised scores must be used, where published.
- ✓ The candidate's chronological age must be less than the "ceiling" of the test, unless no test is published for the candidate's age.
- ✓ Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional.
- ✓ Testing may include

Assessment for:

- ✓ Reading accuracy
- ✓ Reading comprehension
- ✓ Reading speed
- ✓ Writing skills
- ✓ Cognitive processing
- ✓ Other cognitive ability measures

The completion of Form 8 – JCQ/AA/LD must be used to record information about a candidate's access arrangements and be presented by the SENDCo for inspection. The candidate's name must be recorded on every page of Form 8 and the form must be stapled together. The form must only be used for candidates with learning difficulties.

Form 8 – JCQ/AA/LD is available from

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

Private Candidates (The centre is not obliged to take Private Candidates)

Private candidates applying to take qualifications at the centre who require access arrangements will only be accepted if sufficient time allows for the centre to undertake an access arrangement assessment and to gather an appropriate picture of need to demonstrate normal way of working. This includes distance learners and home educated students.

Private candidates who do not allow sufficient time for the assessment will be refused the opportunity to sit at this centre. A fee may be charged for this service.

Processing access arrangements

Arrangements requiring awarding body approval

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

AAO is accessed by logging into any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used. AAO will provide an instant response and will only allow a maximum of 26 months for any arrangement.

Detailed records either electronically or in hard copy paper format, of all the essential information must be kept on file.

- ✓ Copy of the candidate's approval application
- ✓ Appropriate evidence of need (where required)
- ✓ Signed date protection notice for inspection by the JCQ Centre Inspection Service
- ✓ Form 8/**Form 9** – complete and signed

Awarding bodies who are not affiliated to JCQ will have separate arrangements. Candidates requiring access arrangements for such awarding bodies must follow the appropriate regulations before candidates are registered on courses or booked for an examination in order that candidates are not disadvantaged.

Centre-delegated access arrangements

Centre-delegated access arrangement (those arrangements which may be granted by the centre and appropriate evidence held on file)

- ✓ Amplification equipment
- ✓ Bilingual dictionary
- ✓ Braille transcript
- ✓ Braille
- ✓ Closed Circuit Television (CCTV)
- ✓ Colour naming by the invigilator for candidates who are colour blind
- ✓ Coloured overlays
- ✓ Communication Professional (for candidates using Sign Language)
- ✓ Examination on coloured/enlarged paper
- ✓ Live speaker for pre-recorded examination components
- ✓ Low vision aid/magnifier
- ✓ Optical Character Reader (OCR) Scanners
- ✓ Prompter
- ✓ Read aloud (which can include an examination reading pen)
- ✓ Separate invigilation within the centre
- ✓ Supervised rest breaks
- ✓ Word processor.

Word Processor Policy

(See appendix 2 for Centre's statement to meet the requirements)

Word Processor eg computer, laptop or tablet with the spelling and grammar check/predictive text disabled issued to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet.

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

The centre cannot grant permission for students to use a word processor in examinations simply because he/she wishes to type rather than write or can work faster on a keyboard or because he/she uses a laptop at home.

The use of a word processor will only be granted when a student has been assessed by a specialist assessor/medical professional/sensory support or advisory teacher and it is considered necessary that he/she requires a word processor.

Candidates who may benefit from the use of a word processor include students with

- ✓ Learning difficulty which has substantial and long term adverse effect on the ability to write legibly
- ✓ A medical condition
- ✓ A physical disability
- ✓ A sensory impairment
- ✓ Planning and organisational problems when writing by hand
- ✓ Poor handwriting

Permission to use a word processor in examinations will only be granted when it is the student's normal way of working within lessons.

Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENDCO's will consider the need for access arrangements on a subject-by-subject basis.

To comply with the JCQ Instructions for conducting examinations booklet (ICE) the centre will ensure that the candidates are

- ✓ Reminded and must ensure that the candidate puts his/her centre number, candidate number and the unit/component code on each page as a header or footer
- ✓ If a candidate is using notepad or wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer on each page. The candidate must be supervised to ensure that he/she

is solely performing this task and not re-reading their answers or amending their work in any way

- ✓ Ensures the candidate understands that each page of the typed script must be numbered eg Page 1 of 6
- ✓ Ensures the candidate is reminded to save his/her work at regular intervals (or where possible, an IT technician will set up “autosave” on each laptop/tablet.
- ✓ Instruct the candidate to use a minimum of 12 pt font and double spacing in order to assist examiners when marking

The centre will also ensure the word processor

- ✓ Is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- ✓ Is used as a type-writer, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- ✓ Does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc
- ✓ Does not include graphic packages or computer aided design software unless permission has been given to use these.
- ✓ Does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- ✓ Does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- ✓ The word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium (e.g. a memory stick)
- ✓ Any portable storage medium used is provided by the centre and is cleared of any previously stored data.
- ✓ The candidate is present to verify that the work printed is his/her own
- ✓ A word processed script is attached to any answer booklet which contains some of the answers
- ✓ A word processor cover sheet (JCQ Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

Separate invigilation within the centre

(See appendix 3 for Statement for separate invigilation within the centre)

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

The decision will be based on

- ✓ Whether the candidate has a substantial and long term impairment which has an adverse effect; and
- ✓ The candidate's normal way of working within the centre

Candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced).

Examples in the case of separate invigilation,

- ✓ The candidate's difficulties are established with the centre and known to a form tutor, head of year, the SENDCo or a senior member of staff with pastoral responsibilities.
- ✓ Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

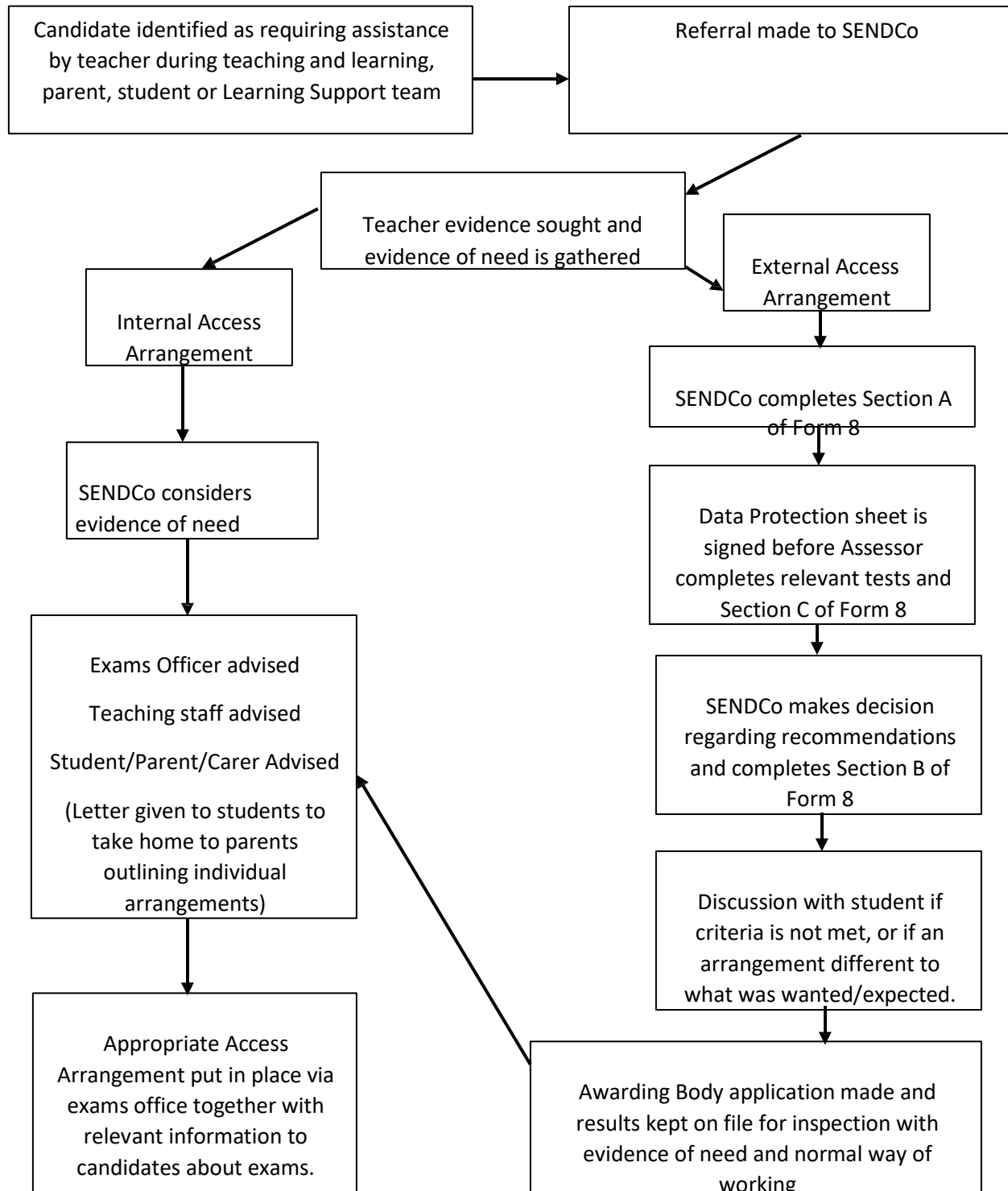
Appendix 1 – **Disability Flowchart Exams**

Appendix 2 – **Statement for the use of word processors in examinations**

Appendix 3 – **Statement for separate invigilation within the centre**

Appendix 1

Disability Flowchart Exams



Appendix 2

Fakenham Academy

Statement for the use of word processors in examinations

The use of a word processor will only be granted when a student has been assessed by a specialist assessor/medical professional/sensory support or advisory teacher and it is considered necessary that he/she requires a word processor.

The centre cannot grant permission for students to use a word processor in examinations simply because he/she wishes to type rather than write or can work faster on a keyboard or because he/she uses a laptop at home.

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

The use of word processors

There are exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Needs might include where a candidate has, for example:

- ✓ A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- ✓ A medical condition
- ✓ A physical disability
- ✓ A sensory impairment
- ✓ Planning and organisational problems when writing by hand
- ✓ Poor handwriting

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

- ✓ On a temporary basis as a consequence of a temporary injury at the time of the assessment
- ✓ Where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Appendix 3

Fakenham Academy

Statement for separate invigilation within the centre

The centre cannot grant permission for students to have separate invigilation within the centre from the main body of students simply because he/she wishes to

- ✓ be on their own or does not want to sit with anyone else
- ✓ sit with a friend

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates sit with the main body of students to undertake their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

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

The decision will be based on

- ✓ Whether the candidate has a substantial and long term impairment which has an adverse effect; and
- ✓ The candidate's normal way of working within the centre

Candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced).

Examples in the case of separate invigilation,

- ✓ The candidate's difficulties are established with the centre and known to a form tutor, head of year, the SENDCo or a senior member of staff with pastoral responsibilities.
- ✓ Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

Kerry Woodrow
SENDCo

September 24

Non-examination assessment

What does this affect?

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

The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (See JCQ Instructions for conducting non-examination assessments (new GCE & GCSE specifications))

Purpose

The purpose is to

- ✓ Cover procedures for planning and managing non-examination assessments
- ✓ Define staff roles and responsibilities with respect to non-examination assessments
- ✓ Managing risks associated with non-examination assessments

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

- ✓ Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that relevant centre staff are adhering to the latest instructions for conducting non-examination assessments (NEA)
- ✓ Ensures the centre's NEA policy is fit for purpose
- ✓ Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking.

Senior Leaders

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

Quality Assurance (QA) lead/Lead internal verifier (IV)

- ✓ Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates.
- ✓ Ensures appropriate procedures are in place to internally standardize/verify the marks awarded by subject teachers in line with awarding body criteria
- ✓ Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates.

Subject head/lead

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

Subject teacher

- ✓ Understands and complies with the general instructions for non-examined assessments. Where these may 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 for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Exams officer

- ✓ Signposts the annual undated JCQ publication to relevant centre staff

Task Setting

Subject teacher

- ✓ Selects tasks to be undertaken where a number of comparable tasks are 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
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

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 and is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
- Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

Advice and feedback

Subject teacher

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

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures 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
 1. ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 2. signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for requesting reviews of 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 a member of the senior leadership team

Presentation of work

Subject teacher

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

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in NEA 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed
- 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 (the JCQ document Information for candidates – social media should be brought to the attention of candidates)
- Liaises with the IT Department to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Department

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where and if 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 and according to JCQ 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 and one has been issued by the awarding body
- 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 dispatched 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 review of results for the exam series, packages the work as required, attaches the examiner address label and dispatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

- Ensures where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

Subject head/lead

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

Subject teacher

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

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier (IV)

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

Subject teacher

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

Submission of marks and work for moderation

Subject teacher

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

Exams officer

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in appropriate packaging
 - 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, if requested, 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 for the required retention period

- 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 or kept securely in the exams lockup

External moderation – the process

Subject teacher

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

External moderation – feedback

Subject head/lead

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

Exams officer

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

Access arrangements

Subject teacher

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

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments including Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills
- 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 and loss of work

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

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 or where not available, submits the required form to the prescribed timescale
 - Keeps required evidence on file to support the application
- Refers to/directs relevant staff to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body

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 - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- ✓ Ensures candidates understand the JCQ document Information for candidates - non-examination assessments and the JCQ document Information for candidates - Social Media
- ✓ Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- ✓ Signposts the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre
- ✓ Signposts the JCQ Notice to Centres - Sharing NEA 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

- ✓ Is familiar with the JCQ publication Post-Results Services
- ✓ 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 review of results 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 a review of moderation 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 (where courses are being delivered within Fakenham Academy)

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

Quality assurance (QA) lead/Lead internal verifier (IV)

- Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

Subject head/lead

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- 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 any 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 a monitoring visit

Subject teacher

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- 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/provides assessment outcomes to the exams officer to the internal deadline

Exams officer

- Accepts contact with the monitor and pass information to the subject lead for a visit to be arranged with at least two weeks notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

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

Head of centre

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

Quality assurance (QA) lead/Lead internal verifier (IV)

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

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- 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 recordings

Private candidates

Subject head/lead

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	Subject Teacher/IT
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	Head of Faculty/Head of Department
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	Subject Teacher
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	Head of Faculty/Head of Department
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by</i>	Head of Faculty/Head of Department

	<i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	Head of Faculty/Head of Department
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	Exams Officer
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	SLT
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	SLT
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Head of Faculty/Head of Department

A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Head of Centre
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SEND Exams Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	SLT Head of Faculty/Head of Department
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</i>	SLT Head of Faculty/Head of Department
A third party claims that assistance was given to candidates by the subject	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i>	Head of Centre

teacher over and above that allowed in the regulations and specification	<i>Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Subject Teacher Exams Officer
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Head of Faculty/Head of Department
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and</i>	Head of Faculty/Head of Department Exams Officer

	<i>kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i> <i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i> <i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Subject Teacher
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i> <i>Where limits are for guidance only, candidates are discouraged from exceeding them</i> <i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Head of Faculty/Head of Department
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i> <i>Awarding body guidance sought where this issue remains unresolved</i>	Head of Centre
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document</i> <i>Teachers sharing assessment material and candidates' work</i> <i>Records confirm that candidates have been issued with the current JCQ document</i> <i>Information for candidates: non-examination assessments</i>	Head of Centre

	<p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	Subject Teacher
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	Head of Faculty/Head of Department
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i></p> <p><i>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i></p>	Head of Faculty/Head of Department
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i>	Head of Faculty/Head of Department

	<i>Alternative secure storage sourced where required</i>	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Exams Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Exams Officer
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	QN/IV
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	Exams Officer
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i>	Head of Faculty/Head of Department
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Head of Centre
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a</i>	Head of Centre

	<i>teacher is teaching his/her own child at the start of the course</i> <i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted</i> <i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Head of Centre Exams Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance</i> <i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Head of Centre Exams Officer
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i> <i>Records confirm candidates have been informed of their marks</i> <i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i> <i>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks</i> <i>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	Exams Officer
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course</i> <i>Candidates confirm/record deadlines known and understood</i>	Head of Faculty/Head of Department

	<p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	Head of Centre Exams Officer
Subject teacher long term absence during the marking period	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	

Appeals

Appeals against internal assessment decision (centre-assessed marks)

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

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

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

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

1. Candidates will be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. We will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marks of the assessment
3. Having received a request for copies of materials, we will promptly make them available to the candidate.
4. We will provide candidates with sufficient time in order to allow them to review copies of the material and reach a decision.
5. Requests for reviews of marking **must** be made in writing.
6. Sufficient time will be allowed for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. We will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. We will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

Timeline – Review of Marking

1. Marks issued to candidate
2. Candidates given 2 days to decide if they want to see the work and annotations.
3. Class teacher given up to 5 days to supply a copy of the work with annotations.

4. Candidates given 2 days to decide if they want to go ahead with the appeal. (Internal Appeal Request for review of marking form available from the exams office together with details of where to find the qualification specification on the exam boards website).
5. Departments given up to 10 days to arrange review of marking process and return to candidates.
6. Enter marks to awarding body.

Candidate's must complete a review of marking form to initiate the request.

There will be a charge of £35 per review payable with application

Candidates will be warned that their marks and subject grades may be lowered, confirmed or raised.

The charge will be refunded if the subject grade is raised.

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

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

Following the issue of results, awarding bodies make post-results services available. Details of these will be given with the Statement of Results to students on completion of certification and can also be obtained from the Exams Office on request.

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

Review of Results (RoRs) offers three services:

- ✓ Service 1 – Clerical re-check
- ✓ Service 2 - Review of marking
- ✓ Service 3 – Review of moderation (this service is not available to an individual candidate).

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

If a concern is raised about a particular examination result, the head of centre will investigate together with the Subject lead, the feasibility of requesting a review supported by the centre.

Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate RoR fee to the Academy, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review, an internal appeal can be submitted to the centre by completing the internal appeals form at least 15 calendar days prior to the internal deadline for submitting a request for a review.

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

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

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

The internal appeals form should be completed and submitted to the centre within 15 calendar days of the notification of the outcome of the ROR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the centre who will in turn refund the candidate.

Internal appeals form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

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

Fakenham Academy – Exams Policy

Fakenham Academy complaints and appeals log

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

The outcome of any review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and logged as an appeal, so information can be easily made available to an awarding body upon request.

Ref No.	Date received	Complaint or Appeal	Outcome	Outcome date

Forms must be kept for a minimum of 18 months.

Complaints and Appeals (exams)

Purpose of the procedure

This procedure confirms Fakenham Academy compliance with JCQ's General Regulations for Approved Centres that the centre will *draw to the attention of candidates and their parents/carers their written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification.*

Grounds for complaint for external examinations including BTEC Vocational courses.

A candidate (or his/her/parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- ✓ Quality of teaching and learning, for example
 - Non-subject specific teacher without adequate training. Subject matter expertise utilized on a long-term basis
 - Teacher lacking knowledge of new specification/incorrect core content studied/taught

- Core content not adequately covered
- Inadequate feedback for a candidate following assessment(s)
- ✓ Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- ✓ The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- ✓ The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to the centre's *internal appeals procedure*)
- ✓ Centre fails to adhere to its *internal appeals procedure*
- ✓ Candidate not informed of his/her centre assessed marks prior to marks being submitted to the awarding body
- ✓ Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- ✓ Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks

Access Arrangements

- ✓ Candidate not assessed by the centre's appointed assessor
- ✓ Candidate not involved in decisions made regarding his/her access arrangements
- ✓ Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- ✓ Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- ✓ Exam information not appropriately adapted for a disabled candidate to access it
- ✓ Adapted equipment put in place failed during exam/assessment
- ✓ Approved access arrangement(s) not put in place at the time of an exam/assessment
- ✓ Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

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

Conducting examinations

- ✓ Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place

- ✓ Failure to conduct exam according to the regulations
- ✓ Online system failed during (online) exam/assessment
- ✓ Disruption during exam/assessment
- ✓ Alleged, suspected or actual malpractice incident not investigated/reported
- ✓ Eligible application for special consideration for a candidate not submitted/not submitted to timescale

Results and Post-Results

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

Complaints and appeals procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Fakenham Academy encourages him/her to try to resolve this informally in the first instance by contacting the candidates teacher or Head of Department.

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

A concern or complaint should be made in person, by telephone or in writing to the head of centre by completing the Complaints and Appeals form which can be obtained from the Principals PA or the Exams Office.

How to make a formal complaint

- ✓ A complaint should be submitted in writing to the head of centre on the Complaints and Appeals form.

- Complaints received will be logged by the centre and acknowledged within 5 working academy days.

How a formal complaint is investigated

- The head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion
- The findings and conclusion will be provided to the complainant within 15 working academy days.

Appeals

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

- Any appeal must be submitted in writing on the Complaints and Appeals form
- Appeals received will be logged by the centre and acknowledged within 5 working academy days.
- The appeal will be referred to the Chair of Governors (or a special Committee of the Governing body) for consideration
- The Chair of Governors (or Committee) will inform the appellant of the final conclusion in due course.

Fakenham Academy

Complaints and appeals form

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

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

Name of complainant/appellant	name different to complainant/appellant
Candidate name if different to complainant/appellant	

Please state the grounds for your complaint/appeal below

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

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

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

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

Complainant/appellant signature:

Date of signature:

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

Fakenham Academy Complaints and appeals log

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

Ref No.	Date received	Complaint or Appeal	Outcome	Outcome date

Forms must be kept for a minimum of 18 months.

Annual Internal Assessment Checklist and Forms

Appeals against internal assessment decision (centre-assessed marks)

This procedure confirms Fakenham Academy compliance with JCQ's General Regulations for Approved Centres 2022-2023 that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidate of their centre assessed marks. A candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body.

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

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

On being informed of their centre assessed marks, if a candidate believe that the procedures were not followed in relation to the marking of his/her work, or that the assessor has not

property applied the mark scheme to his/her marking, then he/she may make sure of the appeals procedure below to consider whether to request a review of the centre's marking

11. Candidates will be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
12. We will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marks of the assessment
13. Having received a request for copies of materials, we will promptly make them available to the candidate.
14. We will provide candidates with sufficient time in order to allow them to review copies of the material and reach a decision.
15. Requests for reviews of marking **must** be made in writing.
16. Sufficient time will be allowed for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
17. We will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
18. We will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
19. The candidate will be informed in writing of the outcome of the review of the centre's marking.
20. The outcome of the review of the centre's marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

Timeline – Review of Marking

Head of Department to sign and return the Annual Internal Assessment Checklist and Controlled Assessment, Coursework, Non-examined Assessment information sheet to the Exams Office by 27th February.

1. Marks issued to candidate.
2. Candidates given 2 days to decide if they want to see the work and annotations.
3. Class teachers given up to 5 days to supply a copy of the work with annotations.
4. Candidates given 2 days to decide if they want to go ahead with the appeal. (Internal Appeal Request for review of marking form available from exams office together with details of where to find the qualification specification on the exam board website)
5. Departments given up to 10 days to arrange review of marking process and return to candidates.
6. Enter marks to exam board.

Submission date to Exam Board	Minimum time to complete process (6 days)	Maximum time to complete process (19 days)
7 th May	27 th April	26 th March
15 th May	4 th May	17 th April
31 st May	18 th May	1 st May

NB: As with the exam boards deadlines these dates do not take into consideration academic holidays.

Candidates must complete a review of marking form to initiate the request. There will be a £35 charge per review - payable with application. Candidates will be warned that their marks and subject grades may be lowered, confirmed or raised. The charge will be refunded if the subject grade is raised.

Annual Internal Assessment Checklist

- ✓ Ensure that you are familiar with the policy and processes around controlled assessment, coursework and non-examined assessment in relation to the qualifications offered by your subject.
- ✓ Read the subject specification and be aware of the level of supervision required for controlled assessment (High, Medium, Low level).
- ✓ Keep work securely during completion and once it has been marked.
- ✓ Ensure that use of resources including ICT is appropriate for the task and level of supervision (if required)
- ✓ Ensure cover sheets are completed, signed and kept securely with the student's work where appropriate. If no cover sheet is issued by the awarding body then use the Internal Assessment Cover Sheet available from the Exams Office (not to be submitted to the Awarding Body but kept for internal use only).
- ✓ Ensure that marked work has been annotated correctly, showing how and why marks have been awarded. This may now be viewed by students under the appeals process.
- ✓ Ensure that individual teachers within the department understand their responsibilities and level of security with regard to controlled assessment, coursework and non-examined assessment.
- ✓ Ensure that exam board guidance and exemplar work is used to support the accuracy of marking.

- ✓ Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- ✓ Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- ✓ Make appropriate plans for the organisation of the completion of the assessment by students which meet the specification requirements.
- ✓ Do NOT advise students of "expected" certification grade based on their internal assessment. Students should only be advised of the mark/grade being submitted to the awarding body for each particular unit.
- ✓ Ensure that you get students to sign and date that they have been made aware of their mark. This then triggers the review of marking timeline.
- ✓ Seek further guidance from the Exams Officer or SLT when required.

Keep a copy of this document for your records

Non-Examination Assessment

Department			
Awarding body		Unit Code	
Details of how marks are being issued to students			
Date students to complete work		Exam Board deadline for submission	
Date students being advised of mark/grade		Proposed timescale for appeals	
Details of person carrying out appeals			

Teacher Name _____ Signature _____ Date _____

SL/HoF _____ Signature _____ Date _____

Fakenham Academy

Internal appeals form

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

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

Name of Applicant		Candidate Name if different to appellant	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the ground for your appeal below

(If applicable, tick below)

- ☐ Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking

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

Appellant signature:

Date of signature:

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

Fakenham Academy complaints and appeals log

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

The outcome of any review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and logged as an appeal, so information can be easily made available to an awarding body upon request.

Ref No.	Date received	Complaint or Appeal	Outcome	Outcome date

Internal Assessment Cover Sheet

Candidate Name:			
Exam Number:		Exam Board:	
Specification Code:		Unit Title:	
Unit Code:			
Member of staff responsible for assessment:		Deadline Date:	
<p>Groupwork: List all names of participants formally associated with this work and state whether the work was undertaken alone or as part of a team. Please note you may be required to identify individual responsibility for component parts.</p> 			
Overall mark/grade Awarded:		Assessors Initials:	
<p>I confirm that I have read and understood the notices to candidates with regards to Coursework, and Non-examined Assessment (available in the Exams Handbook and on the Academy website) and that I am aware of the possible penalties for any breach of these regulations. I confirm that this is my own independent work.</p> <p>Signed _____ Date _____</p> <p>NB: I am aware that I can appeal the mark awarded within two days of being advised of the mark/grade issued and in line with Reviews of marking - centre assessed marks (GCE and GCSE coursework, GCE and GCSE non-examination assessments) procedure available on the Academy Website.</p>			

Assessment Policy

Assessment Policy

Aim:

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

In order to do this, Fakenham Academy will:

- ✓ Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- ✓ Produce a clear and accurate assessment plan at the start of the programme/academic year
- ✓ Provide clear, published dates for handout of assignments and deadlines for Assessment
- ✓ Assess learner's evidence using only the published assessment and grading criteria
- ✓ Ensure that assessment decisions are impartial, valid and reliable
- ✓ Assessments should be conducted in line with current BTEC Assessment Guidance and this should be included in the Assessment Policy.
- ✓ Develop assessment procedures that will minimise the opportunity for Malpractice
- ✓ Maintain accurate and detailed records of assessment decisions
- ✓ Maintain a robust and rigorous internal verification procedure
- ✓ Provide samples for standards verification/external examination as required by the awarding organisation
- ✓ Monitor standards verification/external examination reports and undertake any remedial action required
- ✓ Share good assessment practice between all BTEC programme teams
- ✓ Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- ✓ Provide resources to ensure that assessment can be performed accurately and appropriately.

Procedures for Assessment

Assessment Plans

A BTEC qualification is comprised of individual units that cover specific topics. Both a unit-by-unit approach and an integrated approach to delivery are valid and appropriate methods.

However, what should be avoided is the splitting of Learning Aims/Learning Objectives across assignments and/or the provision for extra assignments or tasks to meet the Merit or Distinction criteria. Tasks are expected to be written to allow opportunities for the full achievement of Pass, Merit and Distinction criteria.

The assessment plan is a working document. As a minimum requirement, the assessment plan should include:

- ✓ names of all Assessors and Internal Verifiers
- ✓ scheduling for assignment hand out and submission
- ✓ deadlines for assessments
- ✓ scheduling for internal verification and the opportunity for resubmission

Robust assessment plans should be developed jointly by the programme team and verified by the Lead Internal Verifier.

FAN

For Digital Technology/ICT – Matthew Taylor

For Sport - Vicky Dewson

For Health and Social Care - Laura Marshall-Smith

Cross IV is as follows:

Martin &
Laura
Vicky & Laura

Suggested key areas of focus when planning for assessment are:

- ✓ unit sequencing or integration
- ✓ assignments and projects
- ✓ resource planning, such as when to deploy specialist staff
- ✓ timetabling, events, shows and trips
- ✓ schemes of work
- ✓ external resources
- ✓ planning assignment deadlines across the programme to ensure a continually balanced workload for learners
- ✓ feedback from learners and from external sources, such as progression providers
- ✓ ensuring authenticity of learner work

All assignments are Internally verified before the unit is taught by the lead IV's. (prior to September for units starting that year)

Assessment plans are produced by the lead IV's and shared with the Btec team and the Quality Nominee by July

Planning internal verification

Internal verification represents a quality assurance approach used to monitor assessment practices and decisions to ensure that:

- ✓ assessment instruments are fit for purpose
- ✓ assessment decisions accurately match learner evidence to the unit assessment criteria and assessment guidance
- ✓ Assessors are standardised and assessment and grading is consistent across the programme.

The internal verification process will be established before the programme commences led by the subject IV's and shared with the Quality Nominee.(July) There is not a requirement that all learners are internally verified during the lifetime of a programme. (for further guidance see the links below).

Conflict of interest

Assessment staff may encounter a potential conflict of interest in their work. Examples of these may include:

- ✓ a close relation, spouse or partner within the centre who is either a learner or another member of staff
- ✓ a close relation, spouse or partner acting as a Standards Verifier or other external quality assurance role

Individuals should be forthcoming in disclosing any activity that might represent a conflict of interest. A formal up to date log of potential and actual conflicts of interest will be kept within our centre and be made available upon request for Quality Management Review.

This should include any actions taken to minimise risks.

Assessment and grading

The Assessors for each course will decide when the learner is suitably prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, it is essential they work independently to produce and prepare evidence for assessment. Before commencing an assessment, the Assessors should take care to ensure each learner understands:

- ✓ the assessment requirements
- ✓ the nature of the evidence they need to produce
- ✓ the importance of time management and meeting our set deadlines.

These deadlines are shared through the Assessment plan with the Btec team and the Quality nominee at the start of the Academic year and updated as the course progresses.

Assessing Unit Content

Professional judgement will always be required but the following principles apply to all BTEC programmes:

- ✓ It is not a requirement that all of the content is assessed unless specifically directed by the assessment criteria and associated assessment guidance in the unit specification
- ✓ A centre is expected to deliver (i.e. 'teach') the unit content fully. You must cover all the elements of content, apart from anything preceded by 'e.g.' which is merely an example of what you may choose to cover.
- ✓ A learner is not required to provide evidence for all the unit content, but is required to provide sufficient evidence to address the assessment & grading criteria in order to successfully achieve the unit.

Submission of evidence

Only one submission is allowed for each assignment. The Assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria. We will do this online in Google docs.

Each learner should submit:

- ✓ evidence towards the targeted assessment criteria
- ✓ a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves. The declaration can be on the assessment

record or a separate learner authenticity declaration or an electronic platform or by incorporating a learner declaration into an Assignment Brief front sheet. For our centre the students sign their work that has been submitted on the assessment record and for ICT/Sport online.

The assessor should then:

- ✓ formally record and confirm the achievement of specific assessment criteria
- ✓ complete a confirmation that the evidence they have assessed is authentic and is the learner's own work to the best of their knowledge

Before your learners start an assessment, you should:

- ✓ be confident they are sufficiently prepared to undertake assessment
- ✓ encourage them to aim at "getting it right" on first submission so they are not relying on a repeat submission or retake where applicable This should help learners develop responsibility for their own achievement and prepare them for the world of work or Higher Education.

Authenticity and authentication

Assessors should only accept evidence for assessment that is authentic, i.e. that is the learner's own work and that can be judged fully to see whether it meets the assessment criteria. Learners are asked to authenticate the evidence that they provide for assessment by signing a declaration stating that it is their own work when they submit it.

Assessors should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research could reduce opportunities for copying or collaboration. It is important that all evidence can be validated through verification.

When practical and performance evidence is used, it is important to consider how supporting evidence could be captured through the use of videos, recordings, photographs, handouts, task sheets etc.

The authentication of learner evidence is the responsibility of each centre. If through the assessment process it is found that some or all of the evidence is not authentic, Assessors need to take appropriate action, including invoking malpractice policies as required. (see Malpractice policy)

Electronic signatures are permitted as long as there is an audit trail to support its authenticity. This could include either:

- ✓ an email from the learner/Assessor with the record attached to show that it has been sent from them
- ✓ a system log to show that the learner/Assessor has submitted the record

Resubmission of evidence

Opportunities for resubmission of evidence

Because every assignment contributes towards the final qualification grade, learners may be eligible for one resubmission of evidence for each assignment submitted. The lead IV must make the decision about resubmission having IV'd the work of a subsample of the work:

For Sport, Vicky Dewson, for ICT, Matthew Taylor, for Health and Social Care, Laura Marshall Smith.

The lead Verifier can authorise a resubmission which ensures any resubmissions are fairly and consistently implemented for all learners.

The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:

- ✓ the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension the Assessor judges that the learner will be able to provide improved evidence without further guidance
- ✓ the Assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed-and-dated learner declaration of authenticity
- ✓ If a learner has not met these conditions, the Lead Internal Verifier must not authorise a resubmission and discuss with the Quality Nominee:

Procedure for resubmission of evidence

If the Lead Internal Verifier does authorise a resubmission, the following will be applied consistently to all learners:

it must be:

- ✓ recorded on the assessment record giving a deadline for resubmission within 15 working days of the learner receiving the results of the assessment undertaken by the learner

with no further guidance. (15 working days must be within term time, in the same academic year as the original submission and must not fall over a holiday period. If learners are studying part time, this is the equivalent of 15 days of “study time” to ensure we are being fair to all learners).

Please note that the Standards Verifiers will require you to include evidence of resubmitted work in sampling, including: evidence of Lead Internal Verifier authorisation, signed and dated, with the resubmission deadline clearly stated; the initial assessment record; the resubmitted learner evidence, accompanied by a signed-and-dated declaration of authenticity by the learner; the resubmission assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions; confirmation from the assessor that the resubmitted evidence is authentic and is the learner’s own work.

Retakes are available for the following qualifications:

- ✓ BTEC 2010 Firsts and Nationals (Legacy)
- ✓ 2016/17 Nationals
- ✓ 2016 Introductory Suite
- ✓ Tech Awards
- ✓ L2 Technicals

Conditions for retaking a new assignment

If a learner has met all of the conditions listed above in the opportunity for resubmission, but has still not achieved the targeted pass criteria following the resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria. The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

- ✓ The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.
- ✓ The assessor must agree and record a clear deadline before the learner starts a retake.
- ✓ The learner and the assessor must sign declarations of authentication as they both did for the previous submissions. The assessor cannot award a merit or distinction grade for a retake. The learner will not be allowed any further resubmissions or retakes. Standards Verifiers will require you to include evidence of any retakes in sampling. This will be decided between the lead IV’s and Kris Marshall-Smith

Assignment design/brief

These will be taken from the exemplar briefs produced by Pearson and adapted to our context. We will use the Btec assignment checking service and or our SV's to ensure they are fit for purpose. Lead IV's will check the assignment briefs before the unit is taught.

Tracking of learners progress will be held on our MIS and shared with the individual students so that they can see their progress through the Btec course. All Btec staff are responsible for keeping the trackers up to date. The information is shared with students and parents termly when we do our Academy data drops.

We will use Pearson templates for all our Assessment in relation to Btec's.

Advice and guidance for **Feedback** on learner work is found on the link below pages 12 - 16.(guide to Internal Assessment).

Learner appeals and malpractice (see Malpractice policy which covers:

- ✓ what constitutes an appeal and what is considered assessment malpractice
- ✓ the related processes for instigating an appeal or investigating malpractice
- ✓ the possible outcomes that may be reached
- ✓ the consequences of both internal and external outcomes
- ✓ the process that exists to enable learners to make an appeal with Pearson relating to the external or internally awarded assessment outcomes.

We will share this with our learners and their Parent/carers at the start of the course.

Malpractice issues can be minimised by ensuring learners are aware of the issues including: plagiarism, collusion, fabrication of results, falsifying grades, fraudulent certification claims; referencing skills; promoting a zero tolerance approach. The appeals process must be understood by our learners and staff. It should be transparent and enable formal challenges to assessment grades. We will share this through our learner induction programme and in our learner handbook.

Recognition of prior learning

Recognition of Prior Learning is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. It is used sparingly and is likely to be more applicable to adults returning to education rather than our students.

Retention of learner evidence and assessment records

Original learner evidence must be kept current, safe and secure for 12 weeks after learners

have been certificated. Following learner certification, assessment records (feedback sheets) and the associated internal verification documentation must be kept for a minimum of three years.

This will require:

- ✓ storing all assessment records securely and safely relating to both internally and externally set assessments. This may be electronic. It is essential records are securely kept for a Pearson audit if required and in case of learner appeals or certification issues, for example
- ✓ maintaining records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards having all current learner evidence available for verification purposes.

Once learners have received their BTEC certificates, you may return their work to them 12 weeks after the certification date.

- ✓ retaining records of assessment decisions at criterion and unit level for centre and awarding body scrutiny for a minimum of three years following certification. All assessment records should be made secure against hazards like theft and fire, etc. The records should be of sufficient detail to show exactly how assessment decisions were made (i.e. to assessment criterion level). Data should only be accessible by relevant staff. Current learner work needs to be made available to Pearson as required. On occasion, the regulator may also request portfolios of learner work and assessment records. It is a risk to allow learners to keep work long-term while on the programme.
- ✓ Wherever possible, evidence produced by learners still on the programme should be kept at the centre. Electronic archiving is acceptable, providing it is sufficient and accessible on request. We will store our learner work in locked cabinets and online.

Policy reviewed by Governors

Links to Malpractice policy and Assessment policy (non Btec).

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide to Internal Assessment for BTEC Firsts and Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide%20to%20Internal%20Assessment%20for%20BTEC%20Firsts%20and%20Nationals.pdf)

Internal Verification Policy

Internal Verification Policy (BTEC)

Aim:

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level-Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this, Fakenham Academy will:

- ✓ Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes

M Taylor – ICT

V Dewson – Sport

L Marshall-Smith - Health & Social Care

Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area

- ✓ Staff are briefed and trained in the requirements for current Internal Verification procedures (July /September)
- ✓ Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- ✓ Standardised Internal Verification documentation is provided and used
- ✓ All centre assessment instruments are verified as fit for purpose
- ✓ An annual Internal Verification schedule, linked to assessment plans, is in place at the start of the course/unit.
- ✓ An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards

- ✓ Secure records of all Internal Verification activity are maintained on our MIS
- ✓ The outcome of Internal Verification is used to enhance future assessment practice.

IV schedules

The internal verification process should be monitored as part of our Quality Assurance, by the Quality Nominee

and for the subject area by the Lead Internal Verifier

M Taylor, V Dewson, L Marshall-Smith

IV schedules are produced before the start of the course/unit to identify an appropriate sample size. These IV schedules are checked with the Quality Nominee and the Standards Verifier attached to the Btec programme. They will be regularly updated as the course commences, in relation to any changes in assessment plans.

Lead Internal Verifiers should ensure that a suitable internal verification process is completed which is based on risk. This will ensure support is provided to colleagues who need it. This will be based on risk factors such as:

- ✓ standards verification feedback about the unit or Assessor in previous years
- ✓ Assessor experience
- ✓ whether the unit has been delivered before
- ✓ any significant changes to the delivery of the unit

We know that things are subject to change so teams may need to reflect on the sample once delivery and assessments have commenced. As a Lead IV/Internal Verifier need to be take into account when it actually comes to selecting an internal verification sample:

- ✓ grades awarded by assessors
- ✓ learner feedback
- ✓ staff issues such as absence or role changes
- ✓ feedback obtained at Quality Management Review or other Pearson quality assurance processes
- ✓ other stakeholder feedback e.g. OFSTED

Once assessment has taken place and assessment decisions have been made the lead IV may choose to change the number of learners sampled for internal verification. For example, if the group has been awarded high grades they may choose to increase the number of learners sampled at this grade.

We will be using the Pearson format for IV paperwork - see attached link below.

LIV registration

Lead IV's will confirm their registration via edexcel online at the start of the Academic year.

Sport - Vicky Dewson
ICT- Matthew Taylor
Health and Social Care - Laura Marshall-Smith

OSCA accreditation / standardisation activities

When a unit or assignment is delivered and assessed by more than one person, standardisation should be implemented before any formal assessment and internal verification has taken place. The standardisation process is to agree the standard of learner work by discussing and mutually assessing a sample of learner work to reach a consensus. This should be done with reference to the assessment criteria and assessment guidance provided by Pearson in the qualification specification. Once agreement has been reached, the Assessors can then individually assess the work of their appointed learners, after which internal verification will take place.

Lead IV's will download standardised materials each year at the start of the course. These materials will be shared with assessors in a standardisation meeting by the end of September.

Staff briefing / annual updating

Staff teaching on the Btec courses are updated by the Quality Nominee of any updates to the courses/materials/processes. CPD is provided for Btec staff as required.

IV of assignments and Assessment decisions

When carrying out Internal verification of Assignment Briefs the following is needed

- ✓ the unit specification
- ✓ the assignment brief
- ✓ Internal verification of assignment brief form.

The Internal Verifier should check that the assignment brief:

- ✓ has accurate unit and programme details
- ✓ has clear deadlines and an appropriate timeframe for assessment
- ✓ has a suitable vocational scenario or context
- ✓ shows all relevant assessment criteria for the unit(s) covered in the assignment
- ✓ indicates relevant assessment criteria targeted against each task
- ✓ clearly states what evidence the learner needs to provide
- ✓ is likely to generate evidence which is appropriate and sufficient

If we plan to reuse an assignment from the previous academic year, we should check that dates and deadlines are updated and that the assignment is appropriate for the new group of learners. We will review assignments regularly to ensure they are still fit for purpose and to make improvements based on our experience of delivering and assessing them

Giving feedback to the Assessor

Internal Verifiers should use the general comments section on the form to provide advice and guidance to the Assessor if appropriate. Any actions identified must be detailed by the Internal Verifier in the actions required section. Internal Verifiers should make any actions clear, using SMART principles. If an action is identified by the Internal Verifier, the Assessor must complete this and return it to the Internal Verifier for sign off prior to an Assignment being issued to learners.

Timing

Assignment briefs have to be internally verified, with any issues addressed, before being distributed to learners. For internal verification of assessment decisions to take place, learner work must have been formally assessed. Internal verification must take place before learners receive confirmation of their achievement and feedback. If any inaccuracies are identified by the Internal Verifier, these can be corrected by the Assessor before results are made available to learners. We will use the Pearson Assignments. These assignments still need to be internally verified to ensure that they match the specification that we are registering learners on, that the assignments are appropriate for our learners and that we have the resources to deliver them.

Internal verification of assessment decisions

When we are carrying out IV of assessment decisions we need:

- ✓ the unit specification
- ✓ the assignment brief
- ✓ assessed learner work and accompanying assessment record
- ✓ internal verification of assessment decisions form.

The internal verification sample

During the course of the programme, sampling from Assessors must cover the following as a minimum:

- ✓ every Assessor
- ✓ every unit
- ✓ work from every assignment
- ✓ every assessment site (for multi-site and consortia centres).

There is not a requirement that all learners must have been internally verified during the lifetime of a programme. There is no prescribed sample size but a well-constructed sample should consider:

- ✓ the full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved, should all be included in the sample if possible
- ✓ the experience of the Assessor: new or inexperienced Assessors should have more work internally verified than an experienced Assessor
- ✓ new BTEC programmes: when a unit or programme is first introduced, the sample should be increased
- ✓ the size of the group of learners
- ✓ known issues with internal verification: these may have been identified previously

The internal verification of assessment decisions process

The Internal Verifier reviews the Assessor's judgements against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification. This will include checking:

- ✓ the learner work against the assessment criteria and judge whether it has been assessed accurately.
- ✓ the assessment criteria. This represents the national standard and all BTEC learners are measured against it
- ✓ coverage of the unit content in conjunction with the assessment guidance to see if the Assessor has taken this into account. It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in

a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria.

- ✓ the feedback from Assessor to learner is accurate and linked to the assessment criteria. Following internal verification, if there are any assessment concerns, feedback should be provided to the Assessor with any actions applied to the whole cohort and not just the sampled learners.

Internally verifying resubmissions

If a request for a resubmission is made and providing there have been no issues with the Assessor's decisions at the first submission stage, then the resubmission does not need to be internally verified if the learner's grade has not improved. The Lead Internal Verifier should however check the decisions if the learner's grade has shown improvement to safeguard against any potential malpractice issues. Completing best practice internal verification at the first submission stage should avoid issues around resubmission.

Management of IV weaknesses/potential risks and those identified in Pearson Reports.

If the Quality Nominee has any concerns regarding the IV of work or the process of IV relating to staff they will report this to the member of staff's line manager and or SLT to look at how a colleague can be supported and monitored.

If an external report from Pearson comments on IV weaknesses – these will be followed up by the Quality nominee (QN) as part of their ongoing quality assurance processes.

There is further guidance for IV in the links below.
This policy links to the Assessment policy and Appeals/complaints policy.

To be annually reviewed.

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Lead-Internal-Verifier-final-v1.2.pdf>

Appendix J

Procedure for Post Results Services

This procedure complies with the JCQ Post-Results Services. It should be read in conjunction with other relevant procedures and understood by relevant staff for conducting examinations and non-examined assessments.

Communication

- ✓ Exams Officers will ensure the head of centre and centre staff are aware of the process and deadlines for processing enquiries about results before each examination results day.
- ✓ The head of centre will ensure a formal appeals process in published

Enquiries

- ✓ On publication of results academic members of staff will liaise with candidates to assess if an enquiry is justified. All requests must be supported by the head of centre.
- ✓ If an enquiry is suspected to require a cohort of results to be enquired the head of centre must support the enquiry

Candidate Consent

The Exams Officer will ensure the centre obtains written consent for clerical checks, post-results reviews of results and return of scripts prior to the submission of the application to the awarding body.

- ✓ Academic members of staff will ensure candidates are aware their marks could be lowered.
- ✓ Candidates must be informed of this possible outcome and provide their written consent before an application is submitted. (appendix 1, A JCQ, B JCQ)
- ✓ Consent forms or e-mails from candidates must be retained by the centre and kept for at least 6 months following the outcome of the enquiry about results or any subsequent appeal.
- ✓ An on-line application carries with it confirmation to the awarding body that the candidate's written consent has been obtained. (The submission of a signed application form does likewise.)

Submitting and application

- ✓ The Exams Officer will submit applications in line with each awarding body's deadline for post-results enquiries.
- ✓ SLT/Teacher together with the student, will select the most appropriate post-results service as published in the JCQ post-results enquiries guidance.
- ✓ Full payment for the post results service (where required) must be made before the application is submitted.
- ✓ The Exams Officer will submit application via each awarding body's website.
- ✓ The Exams Officer will ensure all applications are acknowledged by the awarding body within 7 days of application.

Outcomes of enquiries

- ✓ The outcome of the enquiry will be reported to the centre by each awarding body
- ✓ The Exams Officer will communicate the outcome to the head of centre, academic staff and candidates.
- ✓ If a revision to the overall grade, original certificates will be returned by the Exams Officer to the respective awarding body before replacements can be issued.
- ✓ If the candidate has already received the certificate, they will be advised to return the original certificate to the Exams Office for despatch to the awarding body. It is the candidate's responsibility to return the certificate for the grade change. Failure to return the certificate will mean that the new certificate will not be issued.
- ✓ Access to Scripts – When received at the Academy the script will be sent to the candidate. Where the script has been requested for teaching and learning, a consent form must still be obtained from the candidate. Once received, this will be processed by the Exams Officer and the script given to the Head of Department.

Appeals – See Appeals Policy

- ✓ Appeals can only be logged once the outcome of the enquiry have been received by the centre and must be supported by the head of centre.
- ✓ If an original script has been returned to the centre an appeal can't take place.
- ✓ Appeals must be made in writing and agreed by the candidates, academic staff and head of centre
- ✓ The grounds for appeal must relate to the awarding body's procedures or the application of these post-result service procedures
- ✓ The outcome of appeals will be communicated by the Exams Officer to the head of centre.
- ✓ If after an appeal the head of centre is not satisfied with the outcome the head of centre will submit and appeal in line with JCQ Post Results documentation.

Cathrine Lane
Exams and Registry Manager

January 2019

Appendix 1

Fakenham Academy – Review of Results

If you wish to apply for a review of marking, please complete the details below. The completed form should be returned to the Exams Office with the relevant fee. Please see the guidance notes on the back of this form for further details of the fees charged by the Awarding Organisation.

Candidate Name/Student Number	
Address	
Post code	
Daytime contact telephone number	

Details of the papers you would like reviewed

Exam Board	Candidate Number	Subject/Unit Title	Subject/Unit Number	Service* Required	Script Required Yes /No	Fee # £

* Please indicate the number of the Service you require, as below.

For details of fees see attached.

SERVICE 1 (Clerical Re-check)

A full clerical re-check including the provision of a statement of the marks by component/unit for an individual candidate.

Please note, Service 1 is ONLY a check of the admin processes carried out by the Awarding Organisation in order to issue a grade. It does not constitute a “review” as per Service 2

SERVICE 2 (Review (This will not include Centre Assessed Coursework))

A review of externally assessed components/units including a full clerical re-check

PLEASE NOTE: THAT THIS REQUEST WILL NOT UNDER ANY CIRCUMSTANCES BE ACCEPTED IF NOT ACCOMPANIED BY THE FEE AND SIGNED CONSENT FORM.

I enclose a cheque for £.....

Signed.....

Date.....

APPLICATION FOR REVIEW OF RESULTS

GUIDANCE NOTES

Candidates should, in the first instance, discuss their concerns with the appropriate member of the Academic Staff.

These services are available **only** for modules assessed by externally marked, timetabled exams. The services **cannot** be requested for **COURSEWORK** modules as the marks awarded for these have already been checked, verified & confirmed by the awarding organisations' moderation processes.

PLEASE BE AWARE THAT YOUR ORIGINAL MARK/FINAL GRADE MAY BE LOWERED AS A RESULT OF THE REVIEW OF RESULTS (ROR). You are required to complete the attached JCQ Candidate consent form confirming your understanding of this when requesting an ROR is made on your behalf.

The completed forms together with the fee charged by the Awarding Organisation must be returned to the Exams Office at the Academy by the closing date set.

The fees charged are for each externally assessed component/module/unit – unless otherwise stated.

Appendix A



AQA City & Guilds CCEA OCR Pearson WJEC

Clerical re-checks, reviews of marking and Appeals

Candidate consent form

Information for candidates

The following information explains what may happen following a clerical re-check, a review of marking and any subsequent appeal.

If your school or college submits an application for a clerical re-check or a review of the original marking, and then a subsequent appeal, for one of your examinations after your subject grade has been issued, there are three possible outcomes:

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

In order to proceed with the clerical re-check or review of marking, you must sign the form below. This tells the head of your school or college that you have understood what the outcome might be, and that you give your consent to the clerical re-check or review of marking being submitted.

Candidate consent form

Centre Number	Centre Name
Candidate Number	Candidate Name

Details of enquiry (Awarding Body, Qualification level, Subject title, component/ unit)

I give my consent to the head of my examination centre to submit a clerical re-check or a review of marking for the examination(s) listed above. In giving consent I understand that the final subject grade and /or mark awarded to me following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded for this subject.

Signed: Date:

This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal.

Appendix B



AQA City & Guilds CCEA OCR Pearson WJEC

ACCESS TO SCRIPTS

Candidate consent form for access to and use of examination scripts

Centre Number	Centre Name
Candidate Number	Candidate Name
Subject	Component/unit code

☐ I consent to my scripts being accessed by my centre.

Tick ONE of the boxes below:

☐ If any of my scripts are used in the classroom I do not wish anyone to know they are mine. My name and candidate number must be removed.

☐ If any of my scripts are used in the classroom I have no objection to other people knowing they are mine.

Signed: Date:

This form should be retained on the centre's files for at least six months.

Appendix K

Procedures to verify the identity of all candidates at the time of the examination or assessment

All internal candidates are known to staff and are pre-registered before the exam by relevant teaching staff and heads of department outside the exam room before the exam.

All internal candidates have candidate cards on their desks for each exam with their Academy photograph on for additional verification.

Candidates are seen into the exam rooms by members of staff.

Invigilators check attendance at the start of each exam and complete register as required. Seating plans showing where each candidate is seated is available for inspection

Vigilance is undertaken at the start of the exams and throughout the exam process to ensure candidates are correct and valid.

There is available in each exam room a set of printed Photographs by exam year for use by the Invigilators to confirm identify of students.

Private or Transferred Candidates

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

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

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

Emergency Evacuation (Exams)

Purpose

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

When is an emergency evacuation required?

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

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

Roles and responsibilities

Head of centre

- ✓ Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulations
- ✓ Ensures any instructions from relevant local or national agencies are referenced and followed where applicable, including information from the National Counter Terrorism Security Office on the Procedures for handling bomb threats
- ✓ Where safe to do so, ensure candidates are given the opportunity to sit exams for their published duration

Senior leader(s)

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

SENCo

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

Exams Officer

- ✓ Ensured invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
- ✓ Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- ✓ Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- ✓ Provides an exam room incident log in each exam room
- ✓ Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- ✓ Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- ✓ Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process where applicable (in cases where a candidate(s) have been disadvantaged by a particular event)
- ✓ Ensure that invigilators are aware of the evacuation routes to the designated evacuation area

Invigilators

- ✓ By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- ✓ Read the instructions for candidates at the start of each exam ensuring that the information regarding the unlikely event of the fire alarm sounding
- ✓ Follow the actions required in the emergency evacuation procedure issued to them for every exam room (see appendix 1)
- ✓ Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- ✓ Record details on the exam room incident log (see appendix 2) to support follow-up reporting to the awarding body by the exams officer

Other relevant centre staff

- ✓ Support the senior leader, SENCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Recording details

As soon as practically possible and safe to do so, details of the incident should be recorded. Details must include:

- ✓ The actual time of the start of the interruption
- ✓ The actions taken
- ✓ The actual time the exam(s) resumed
- ✓ The actual finishing time(s) of the resumed exam(s)

Further details could also include a report on candidate behavior throughout the interruption/evacuation and a judgement on the impact on candidates after the interruption/evacuation.

Appendix 1

Fakenham Academy Emergency Evacuation Procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

- ✓ Stop the candidates from writing
- ✓ Collect the attendance register (in order to ensure all candidates are present)
- ✓ Evacuate the examination room in line with the instructions given by the appropriate authority
- ✓ Advise candidates to leave all question papers and scripts in the examination room
- ✓ Candidates should leave the room in silence
- ✓ Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- ✓ Make a note of the time of the interruption and how long it lasted
- ✓ Allow the candidates the full working time set for the examination
- ✓ If there are only a few candidates, and it is safe to do so, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- ✓ All invigilators to complete an exam room incident log and hand to the Exams Officer
- ✓ The Exams officer will provide the head of centre a full report of the incident and of the action taken, and send to the relevant awarding body

At Fakenham Academy students should evacuate to the field outside the 6th Form Study area away from other students and be supervised at all times.

Appendix 2

Fakenham Academy - Exam room incident log

This incident log is used by the exams officer or invigilator(s) to record any irregularities¹ that may happen in the exam room at the point of occurrence. After the exam(s) in this room have concluded, incidents recorded here will inform required follow-up actions or reports to awarding bodies.

Exam date and session <div style="text-align: right;">AM/PM</div>	Exam(s) Awarding body Paper code Paper title
Exam room	

Time	Incident description
	Recorded by: Name & signature
	Recorded by: Name & signature
	Recorded by: Name & signature
	Recorded by: Name & signature

¹ Irregularities are unplanned incidents that could impact on the integrity and security of the examination, breach the rules and regulations or affect the conditions that enable candidates to achieve their potential. Examples include: candidate late/very late arrival; suspected malpractice (candidate, centre staff); emergency evacuation; candidate illness/distress/need to leave the exam room; disturbance inside/outside the exam room; unauthorised persons entering the exam room etc.

Lockdown (Exams)

Purpose

This details the measures taken at Fakenham Academy in the event of a centre lockdown during the conducting of examinations.

What is dynamic lockdown?

“Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature some sites may not be able to physically achieve lockdown”. NaCTSO

A lockdown may be required in the following situations:

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

Fakenham Academy has devised lockdown procedures after consulting GOV.UK's Developing Dynamic Lockdown Procedures guidance

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

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

Roles and responsibilities

Head of centre

- ✓ To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- ✓ To arrange appropriate training for all exams-related staff in lockdown procedures
- ✓ To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the room becomes unsafe
- ✓ To provide written lockdown procedures for exam room/invigilator use (Appendix 1)
- ✓ To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior leadership team (SLT)

- ✓ To have accountability for all exams staff and candidates taking examinations during a lockdown
- ✓ To have a presence around exam room areas prior to the start of each exam session
- ✓ To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- ✓ To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Exams officer

- ✓ To train invigilators in the centre's lockdown procedure
- ✓ Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown

Invigilators

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

Lockdown procedure

Before an examination

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

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

Invigilators will

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

During an examination

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

Invigilators will:

- ✓ tell candidates to stop writing immediately and turn their papers over.
- ✓ collect the attendance register
- ✓ make a note of time when the examination was suspended
- ✓ instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
- ✓ where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).

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

Exams Officer will:

- ✓ Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- ✓ The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- ✓ If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure (see appendix 2)
- ✓ The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

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

Invigilators will:

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

Ending a lockdown

- ✓ The lockdown will be ended by the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room

Invigilators will then:

- ✓ Undertake a head count/register and confirm attendance with the exams officer/SLT
- ✓ ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
- ✓ recalculate the revised finish time(s) to allow for the full exam time
- ✓ tell the candidates to turn their papers over and re-start their exam
- ✓ amend the revised finish time(s) on display to candidates
- ✓ note how long the lockdown lasted on the exam room incident log (See appendix 3)

The exams officer will

- ✓ provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies – see Special Consideration policy)
- ✓ safely/securely store all collected exam papers and materials pending awarding body advice/guidance

SLT will

- ✓ negotiate any alternative exam sittings with the awarding bodies
- ✓ offer, arrange and provide support services to staff and candidates
- ✓ At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- ✓ Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support
- ✓ If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

You must STAY SAFE

- ✓ If there were an incident follow the lockdown policy for exams
- ✓ Follow the emergency evacuation procedure

For Firearms and weapons attack

'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack.

Run

- ✓ Escape if you can.
- ✓ Consider the safest options.
- ✓ Is there a safe route? RUN if not HIDE.
- ✓ Can you get there without exposing yourself to greater danger?

- ✓ Insist others leave with you.
- ✓ Leave belongings behind.

Hide

- ✓ If you can't RUN, HIDE.
- ✓ Find cover from gunfire.
- ✓ If you can see the attacker, they may be able to see you.
- ✓ Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- ✓ Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- ✓ Be aware of your exits.
- ✓ Try not to get trapped.
- ✓ Be quiet, silence your phone.
- ✓ Lock / barricade yourself in.
- ✓ Move away from the door.

Tell

- ✓ Call 999 - What do the police need to know?
- ✓ Location - Where are the suspects?
- ✓ Direction - Where did you last see the suspects?
- ✓ Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- ✓ Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- ✓ Stop other people entering the building if it is safe to do so.

Armed Police Response

- ✓ Follow officers' instructions.
- ✓ Remain calm.
- ✓ Can you move to a safer area?
- ✓ Avoid sudden movements that may be considered a threat.
- ✓ Keep your hands in view.

Officers may

- ✓ Point guns at you.
- ✓ Treat you firmly.
- ✓ Question you.
- ✓ Be unable to distinguish you from the attacker.
- ✓ Officers will evacuate you when it is safe to do so.

Appendix 1

Fakenham Academy Lockdown procedure for Invigilators

Before an examination

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

Invigilators will

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

During an examination

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

Invigilators will:

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

After an examination

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

Invigilators will:

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

Ending a lockdown

- ✓ The lockdown will be ended by the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room

Invigilators will then:

- ✓ Undertake a head count/register and confirm attendance with the exams officer/SLT
- ✓ ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
- ✓ recalculate the revised finish time(s) to allow for the full exam time
- ✓ tell the candidates to turn their papers over and re-start their exam
- ✓ amend the revised finish time(s) on display to candidates
- ✓ note how long the lockdown lasted on the exam room incident log (See appendix 3)

Appendix 2

Fakenham Academy Emergency Evacuation Procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

- ✓ Stop the candidates from writing
- ✓ Collect the attendance register (in order to ensure all candidates are present)
- ✓ Evacuate the examination room in line with the instructions given by the appropriate authority
- ✓ Advise candidates to leave all question papers and scripts in the examination room
- ✓ Candidates should leave the room in silence
- ✓ Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- ✓ Make a note of the time of the interruption and how long it lasted
- ✓ Allow the candidates the full working time set for the examination
- ✓ If there are only a few candidates, and it is safe to do so, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- ✓ All invigilators to complete an exam room incident log and hand to the Exams Officer
- ✓ The Exams officer will provide the head of centre a full report of the incident and of the action taken, and send to the relevant awarding body

At Fakenham Academy students should evacuate to the field outside the 6th Form Study area away from other students and be supervised at all times.

Appendix 3

Fakenham Academy - Exam room incident log

This incident log is used by the exams officer or invigilator(s) to record any irregularities¹ that may happen in the exam room at the point of occurrence. After the exam(s) in this room have concluded, incidents recorded here will inform required follow-up actions or reports to awarding bodies.

Exam date and session <div style="text-align: right;">AM/PM</div>	Exam(s) Awarding body Paper code Paper title
Exam room	

Time	Incident description
	Recorded by: Name & signature
	Recorded by: Name & signature
	Recorded by: Name & signature
	Recorded by: Name & signature

¹ Irregularities are unplanned incidents that could impact on the integrity and security of the examination, breach the rules and regulations or affect the conditions that enable candidates to achieve their potential. Examples include: candidate late/very late arrival; suspected malpractice (candidate, centre staff); emergency evacuation; candidate illness/distress/need to leave the exam room; disturbance inside/outside the exam room; unauthorised persons entering the exam room etc.

Appendix N

Candidates who are absent from exams (also see Special Consideration Policy)

When a candidate has missed a timetabled component/unit for acceptable reasons and Fakenham Academy is prepared to support an application for special consideration, an adjustment may be made to the terminal grade. However, the component/unit must have been missed in the terminal series and the minimum requirements must be met.

Awarding bodies cannot give advice as to whether a candidate is fit to take an examination. Candidates who are taken ill or feel unwell on the day of the examination whilst at the Academy must discuss with centre staff whether they feel fit to sit the examination/assessment and parents may be contacted.

For unitised examinations taken in an examination series prior to certification, candidates will be re-entered for any missed units at the next assessment opportunity. The subject teacher must inform the exams officer when this will be. The exception to this may be there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded.

This principle also applies where entire cohorts miss units due to adverse weather conditions or for any other reason, or where individual candidates miss units as a result of a change of centre.

Minimum requirements for enhanced grading in cases of acceptable absence

The minimum requirements for enhanced grading in cases of acceptable absence are detailed in the JCQ guide to the special consideration process. In all cases, candidates must have been fully prepared and covered the whole course.

GCE AS and A-level qualifications: at least 25% of the total assessment must have been completed.

Please note that partially completed AS or A2 units are not acceptable.

- ✓ AS linear specifications: 25% of the total assessment must have been completed.
- ✓ AS unitised specifications: 25% of the total assessment must have been completed.
- ✓ Enhancement given at AS level (unitised specifications) will be carried forward to A-level.
- ✓ A-level linear specifications: 25% of the total assessment must have been completed.
- ✓ A-level six unit award (unitised specifications): 25% of the total assessment must have been completed with at least one A2 unit completed.
- ✓ A-level four unit award (unitised specifications): 25% of the total assessment must have been completed with at least one A2 unit completed.
- ✓ An A-level award (unitised specifications) will not be issued on the basis of AS units alone.
- ✓ GCSE: 25% of the total assessment must have been completed.
- ✓ Projects (including Extended Project): where the project is not completed, a grade cannot be issued.

Special Consideration

What is Special Consideration?

“Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardise the standard of the examination.” *JCQ A guide to the special consideration process*

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Fakenham Academy will submit any applications for special consideration where candidates meet the published criteria.

Eligibility for special consideration

Roles and responsibilities

Head of centre

- ✓ Is familiar with the contents and refers to the JCQ publication “A guide to the special consideration process” (SC)
- ✓ Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

SLT

- SLT to sign off all application before submission.

Exams Officer

- ✓ Understands the criteria as detailed in SC to determine where candidates will/will not be eligible for special consideration
- ✓ Completed the Application form Special Consideration Form (Appendix 1)
- ✓ Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies.

Teaching staff and/or SENCo

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

Candidates (or parents/carers)

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

Applying for special consideration

Where eligible, special consideration will be applied for in a specific exam series where candidates have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.

Some examples are below:

- ✓ Candidate may arrive for an exam and is clearly unwell, extremely distressed or may have sustained an injury that requires emergency access arrangements to be applied
- ✓ Candidates may be affected by a major disturbance in the exam room (emergency evacuation)
- ✓ Where a candidate takes multiple exams (three or more exams) timetabled for the same day and the total duration for those papers is more than 6 hours for GCE exams or more than 5 hrs 30 mins for GCSE exams including any approved extra time. Special consideration for an allowance on the last paper taken will be applied for.

- Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behavior, mobile phone ringing etc) special consideration **cannot** be applied for
- If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration will be applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration will not be applied for
- Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, the centre will follow the awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

Roles and responsibilities

Head of centre

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

Exams officer

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

Teaching staff and/or SENCo

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

Candidates (or parents/carers)

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

Submitting applications for special consideration

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

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

Timetabled written exams

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

Internally assessed work

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

Post assessment adjustments – vocational qualifications

- ✓ Where relevant and eligible, form VQ/SC (Available from <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms/form-vq-sc>) Application for special consideration Vocational qualifications will be completed and submitted to the awarding body

Private candidates

- ✓ Any private candidate entered by the centre must liaise with the exams officer (not the awarding body) regarding any application for special consideration

Appendix 1

Fakenham Academy – Application for Special Consideration

Series _____

**Print Statement of Entry
and attach**

Student Name		Candidate No	
Date of Exam		AM/PM	
Subject		Code	
Was the student present for the exam			Yes/No

Details

Date problem began or occurred			
Did the problem have consequences to at the time of the exam			Yes/No
Was the candidate fully prepared for the exam			Yes/No
Do you hold medical evidence supporting your request			Yes/No
Name of professional providing evidence			
Form 14 Required	Yes – If so please attach	No	
Summary of the problem: eg Details illness/bereavement including relationship to student and dates.			
Does this affect all exams? If no list above			Yes/No
Reported to which member of staff		Date	
Date received in Exams Office			
SLT Signature/Initials			

Appendix P

Procedure for candidates who arrive late for an exam

This procedure will be reviewed in line with the JCQ Instructions for conducting examinations on a yearly basis

Principles for candidates who arrive late for examinations

- ✓ Candidates who arrive after the start of the examination must report to main reception and the Exams Officer contacted. The Exams Officer will question the candidate to ensure there has been no breach of exam security.
- ✓ The candidate will be allowed to enter the examination room with supervision only and sit the examination.
- ✓ Candidates will be given the full-time allowance provided that adequate supervision arrangements are in place.
- ✓ If entering the examination room is likely to cause disruption, then the candidate will be placed in separate accommodation to take the exam.

A candidate will be considered very late if they arrived more than one hour after the awarding body's published starting time for an examination which lasts one hour or more ie after 10am for a morning examination or after 2.30pm for an afternoon examination

- ✓ If a candidate arrives very late for an exam, then the JCQ procedures will be followed and a report made to the examination board.

If the candidate arrives more than an hour after the awarding body's published starting time for an examination which lasts an hour or more or after the awarding body's published finishing time for the examination is less than an hour

- ✓ The script will be sent to the awarding body in the normal way
- ✓ Form JCQ/VLA - Report on candidate admitted very late to examination room will be submitted within 7 days of the examination having taken place together with
 1. The reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
 2. The actual starting and finishing times of the examination
 3. The time the candidate started the examination
 4. The time the candidate finished the examination
- ✓ Candidates will be warned that the awarding body may not accept their script

Appendix Q

Managing Behaviour in an Examination Room

Principles for managing behavior in the exam room.

Fakenham Academy complies with JCQ instructions for conducting examinations.

Candidates are notified of expected behavior and conduct within the exam room when they receive their exam timetable and information via the handbook and assembly.

Invigilators are expected to be familiar with the JCQ regulations and the format for dealing with any potential breach of the regulations.

Invigilators are expected to be observant and give their full attention to the examination taking place and position themselves so as to be able to see clearly all candidates taking the exam.

Invigilators must record all occurrences out of the ordinary and in the case of potential malpractice, write a statement before leaving the building on the Exam room incident log (appendix 1). Incidents will be reported to the SLT in charge of exams and/or Principal.

Candidates whose behaviour is not satisfactory in the exam room will be given a warning by the invigilator.

If the behaviour continues, the invigilator will call on SLT or the Exams Officer who will warn the candidate.

If the candidate does not comply, SLT or the Exams Officer will remove the candidate from the exam room and will place them in a secure area away from the main exam room.

The candidate where possible will be allowed to continue their exam and if required a report will be made to the awarding body.

Candidates will be notified of their rights and procedures to be followed in accordance with the JCQ Regulations, Suspected Malpractice in Exams and Assessments and Suspected Malpractice Policy.

Appendix 1

Fakenham Academy - Exam room incident log

This incident log is used by the exams officer or invigilator(s) to record any irregularities¹ that may happen in the exam room at the point of occurrence. After the exam(s) in this room have concluded, incidents recorded here will inform required follow-up actions or reports to awarding bodies.

Exam date and session <div style="text-align: right;">AM/PM</div>	Exam(s) Awarding body Paper code Paper title
Exam room	

Time	Incident description
	Recorded by: Name & signature
	Recorded by: Name & signature
	Recorded by: Name & signature
	Recorded by: Name & signature

¹ Irregularities are unplanned incidents that could impact on the integrity and security of the examination, breach the rules and regulations or affect the conditions that enable candidates to achieve their potential. Examples include: candidate late/very late arrival; suspected malpractice (candidate, centre staff); emergency evacuation; candidate illness/distress/need to leave the exam room; disturbance inside/outside the exam room; unauthorised persons entering the exam room etc.

Appendix R

Food and drink in the exam room

Fakenham Academy only allows drink and/or food in the exam room under the following circumstances.

- ✓ Only bottles containing water must be placed on the floor next to the exam desk.
- ✓ All bottles must be clear and their labels removed.
- ✓ If candidates bring any other type of bottle into the exam room the bottle will be kept at the front of the exam room and the candidate can ask if and when they need refreshment.
- ✓ Candidates requiring refreshments other than water must have this pre-approved with the SENCo at least 1 month before exam season starts.
- ✓ Food will only be permitted if the candidate has a medical condition that requires them to eat during the exam and then permission will only be granted on the production of clear medical evidence. The candidate may be seated separately to others in the main exam room to avoid disruption. All food must be free from packing, labels removed and can be eaten with minimal disruption to others.

Suspected Malpractice in Examinations and Assessments

Purpose of the procedure

This procedure complies with the JCQ instructions for suspected malpractice. It should be read in conjunction with other relevant procedures and understood by relevant staff for conducting examinations and non-examined assessments.

To identify and minimise the risk of malpractice by centre staff and learners and to respond to incidents of alleged malpractice promptly and objectively and to protect the integrity of this centre and all qualifications taken therein.

- ✓ The centre will seek to avoid potential malpractice by using any induction period and learner examination handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- ✓ show learners the appropriate formats to record cited texts and other materials or information sources
- ✓ Ask learners to declare that their work is their own
- ✓ Ask learners to provide evidence that they have interpreted and synthesized appropriate information and acknowledged any sources used

Definitions

Any act, default or practice which compromises the process and integrity of qualifications or damages the authority, credibility or reputation of the centre or awarding body. This includes actions by candidates, private candidates and centre staff including the failure of a centre to investigate malpractice.

Definition of malpractice by learners (this list is an example and not exhaustive – other instances of malpractice may be considered by this centre at its discretion)

- ✓ Plagiarism of any nature
- ✓ Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- ✓ Copying (including the use of ICT to aid copying)
- ✓ Deliberate destruction of another's work
- ✓ Fabrication of results or evidence
- ✓ False declaration of authenticity in relation to the contents of a portfolio or coursework
- ✓ Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.
- ✓ Use of an electronic device or mobile phone which is not permitted to be used during an examination or assessment.

AI

Students must be able to demonstrate that the final submission of work is the product of their own independent work and independent thinking.

• AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Reference regarding AI should be made to the AI Use in Assessments: Protecting the Integrity of Qualification JCQ guidance for Teachers and Assessors.

Students will be made aware of the use of AI during assembly together with the JCQ documents issued to students.

Students must make sure that work submitted for assessment is demonstrably their own. If any

sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI use and AI use and marking sections below and Appendix B: Exemplification of AI use in marking student work in the JCQ regulations); and • Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action following the malpractice procedures.

Definition of malpractice by Centre Staff (this list is an example and not exhaustive – other instances of malpractice may be considered by this centre at its discretion)

Centre Staff – Any member of staff directly or indirectly employed or approved to carry out duties on behalf of Fakenham Academy.

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

Identification of allegations of malpractice

- ✓ Any member of centre staff employed at the centre who suspects malpractice has taken place during any non-examined assessment or public examination must report all

incidents to the head of centre, exams officer or designated invigilator.

- ✓ The exams officer will notify the head of centre of all suspected cases of malpractice.
- ✓ The senior leader as directed by the head of centre, together with the exams officer where appropriate, will coordinate the production of a report for investigation this will include:-

1. A statement of the facts, a detailed account of the circumstances of the alleged malpractice, and details of any investigations carried out by the centre.
2. Written statement(s) from the invigilator(s), assessor, internal verifier(s) or other staff who are involved;
3. Written statement(s) from the candidate(s);
4. Any mitigating factors;
5. Information about the centre's procedures for advising candidates of the awarding bodies' regulations;
6. Seating plans showing the exact position of candidates in the examination room;
7. Unauthorised material found in the examination room;
8. Any work of the candidate and any associated material (eg Source material for coursework) which is relevant to the investigation.
9. The examinations officer will submit the report to the head of centre.
10. In any case of fraud or a serious breach of malpractice the head of centre must communicate directly with the awarding body.

Investigation

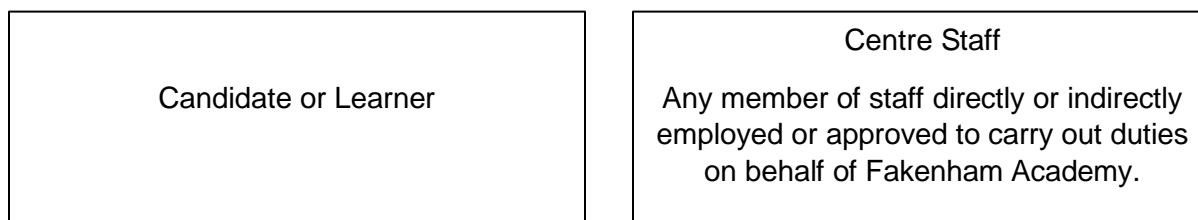
- ✓ The investigation will be carried out by the head of centre in a timely manner to ascertain the true facts.
- ✓ The investigation will avoid any conflicts of interest and those involved in malpractice cannot contribute to the report.
- ✓ If an interview with any candidate or member of staff takes place, this should be conducted in line with the Ten Group disciplinary enquiries.
- ✓ For cases of fraud or serious allegations of malpractice the investigation will be carried out jointly with awarding bodies and regulators.
- ✓ If in the view of the head of centre there is sufficient evidence to implicate malpractice has taken place the individual or individuals accused of malpractice must:
 1. Be informed (preferably in writing) of the allegation made against him/her;
 2. Be advised that a copy of the JCQ publication Suspected Malpractice in Examinations and Assessment: Policies and Procedures can be found on the JCQ website.
 3. Know what evidence there is to support that allegation.
 4. Know the possible consequence should malpractice be proven;
 5. Have the opportunity to consider their response to the allegations (if required);
 6. Have an opportunity to submit a written statement;
 7. Be informed that he/she will have the opportunity to read the submission and make an additional statement in response, should the case be put to the Malpractice Committee;
 8. Have an opportunity to seek advice (as necessary) and to provide a supplementary

- statement (if required);
9. Be informed of the applicable appeals procedure, should a decision be made against him/her;
 10. Be informed of the possibility that information relating to a serious case of malpractice may be shared with other awarding bodies, the regulators, the Police and/or professional bodies including a Teaching Agency as appropriate.

Reporting

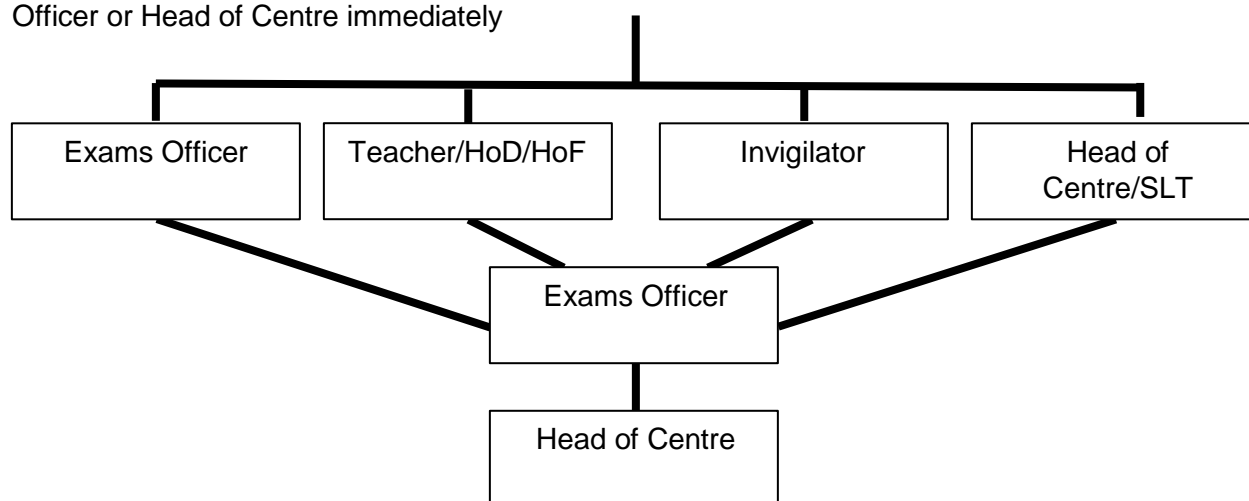
- ✓ The senior leader as directed by the head of centre, or the exams officer will submit a full written report to the awarding body which has been approved by the head of centre this will include;
 1. A statement of the facts, a detailed account of the circumstances of the alleged malpractice, and details of any investigations carried out by the centre;
 2. Written statement(s) from the invigilator(s), assessor, internal verifier(s) or other staff who are involved;
 3. Written statement(s) from the candidate(s);
 4. Any mitigating factors;
 5. Information about the centre's procedures for advising candidates of the awarding bodies' regulations;
 6. Seating plans showing the exact position of candidates in the examination room;
 7. Unauthorised material found in the examination room;
 8. Any work of the candidate and any associated material (eg source material for coursework) which is relevant to the investigation.
- ✓ The report will be submitted using the appropriate JCQ form JCQ/M1 or JCQ/M2B or appropriate awarding body form by the exams officer or senior leader as appropriate.
- ✓ The awarding body will decide on the outcome of any suspected malpractice for either staff members, the centre or candidates.
- ✓ Outcomes will be communicated to the head of centre in writing. The head of centre will communicate with individuals the decision and warnings if applicable.
- ✓ Appeals can be made against an awarding body decision via the awarding bodies' appeals process. Any appeal against a centre or centre member of staff must be supported by the head of centre.

Suspected Malpractice in Examination and Assessment

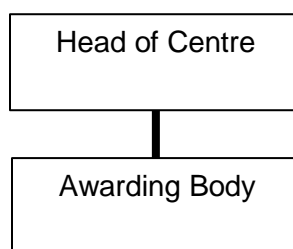


A member of Staff suspects Malpractice – All incidents must be reported immediately to the Exams Officer

If a candidate suspects malpractice by a member of staff this must be reported to the Exams Officer or Head of Centre immediately



Candidate must be interviewed, and reports obtained from candidate and relevant staff. A full investigation to be made into any allegations establishing full facts and circumstances. It should not be assumed that because an allegation has been made, it is true. Head of Centre should consider that both staff and candidate can be responsible for malpractice.

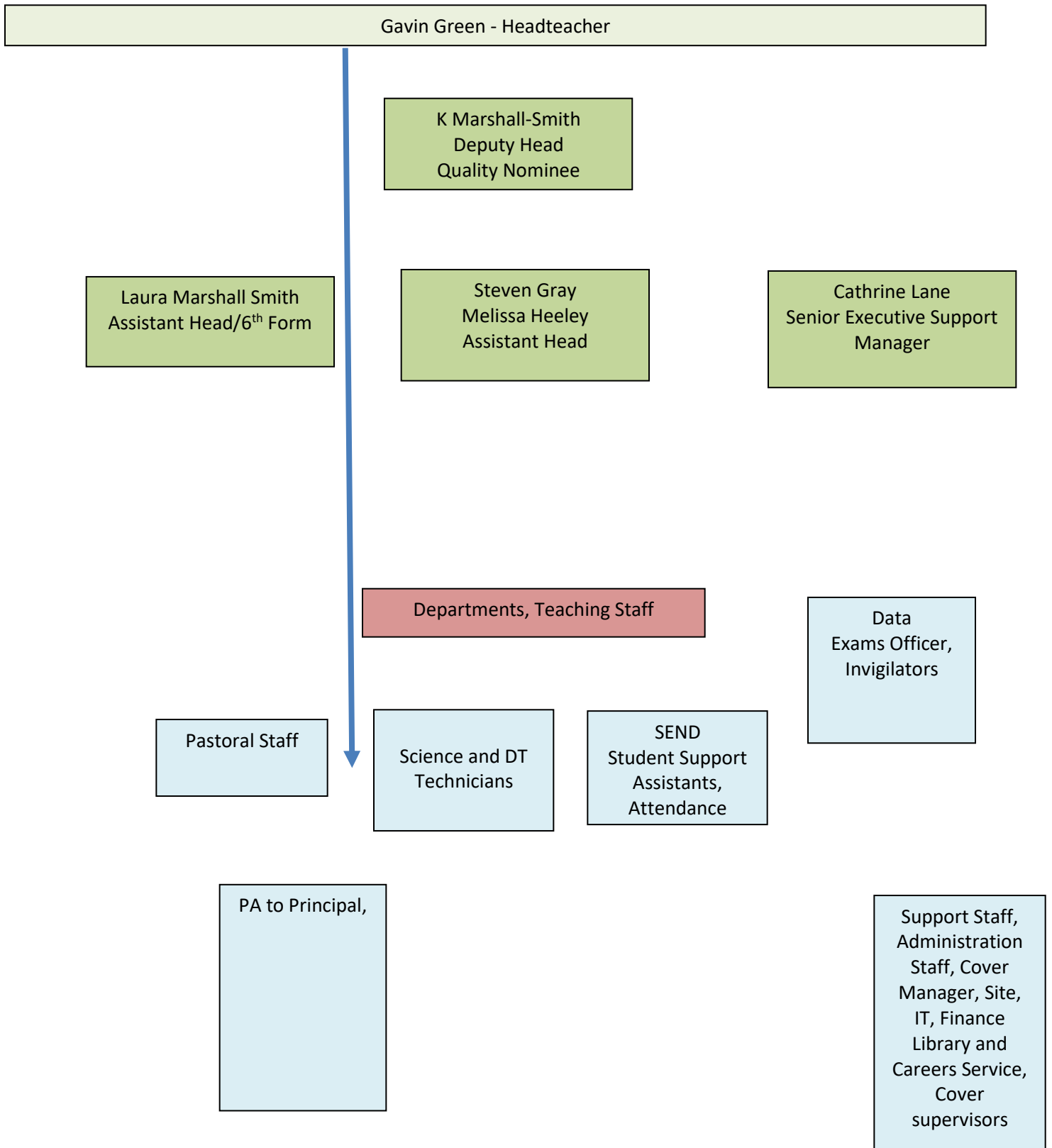


Head of Centre to designate member of SLT or Exams Officer to advise the Awarding Body and submit relevant reports/paperwork

(Reference to be made to the current JCQ Suspected Malpractice in Examinations and Assessment Policies and Procedures publication.

Appendix T

Fakenham Academy Organisational Chart



Fakenham Academy

BTEC Team



Health & Social Care Laura Marshall-Smith (Lead IV)	HSC Year 10 60303955 Tech Award YNU27 HSC Year 11 60303955 Tech Award YNU27 HSC Year 12 60171972 National Extended Certificate ZFC93 HSC Year 13 60171972 National Extended Certificate ZFC93
PE/Sport Vicky Dewson Lead IV Steve Leat (Level 2) Rachel Savage (Level 3)	PE Sport Year 10 60047793 First Award 2018 BNLZ3 PE Sport Year 11 60047793 First Award 2012 BHL78 PE Sport Year 12 60172186 National Extended Certificate UYU40 PE Sport Year 13 60172186 National Extended Certificate UYU40

SECTION 5: EQUAL OPPORTUNITIES STATEMENT

- 5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010. The Examination Arrangements policy and procedure will support candidates requiring access arrangements and special considerations and is compliant to meet the needs of students under the Equality Act 2010.

If you have any comments or suggestions in relation to equal opportunities of this policy or procedure please contact the policy holder.

AI Use in Assessments

following updates from JCQ 30th April 2025

AI-Use-in-Assessments_Apr25_FINAL.pdf

This section explains how we are currently addressing the possible and actual use of AI in relation to exams at Fakenham academy and sixth form.

What is AI Use?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead to any qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice.

Students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow up questions or ask the chatbot to revise the responses already provided. They generate responses which are statistically likely to be relevant and appropriate but may not be.

AI chatbots can complete tasks such as the following:

Answering questions

Analysing, improving, and summarising text

Authoring essays, articles, fiction, and non-fiction

Writing computer code

Translating text from one language to another

Generating new ideas, prompts, or suggestions for a given topic or theme

Generating text with specific attributes, such as tone, sentiment, or formality

AI chatbots currently available include but are not limited to:

ChatGPT (<https://chatgpt.net/chatgpt-login/>)

Google Gemini

Copilot from Microsoft

There are also AI tools which can be used to generate images music or other artistic pieces – a quick internet search will show you these.

AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.

What is AI Misuse?

As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/exams-office/general-regulations/>), students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI.

Students should develop the knowledge, skills and understanding of the subjects they are studying. AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.

Examples of AI misuse include, but are not limited to, the following:

Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own

Copying or paraphrasing whole responses of AI-generated content

Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations

Failing to acknowledge use of AI tools when they have been used as a source of information

Incomplete or poor acknowledgement of AI tools

Submitting work with intentionally incomplete or misleading references or bibliographies. AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

The malpractice sanctions available for the offences of ‘making a false declaration of authenticity’ and ‘plagiarism’ include disqualification and debarment from taking qualifications for a number of years. Students’ marks may also be affected if they have relied on AI to complete an assessment and the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Acknowledging AI Use

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used. In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources. Where AI tools have been used as a source of information, a student’s acknowledgement must show the name of the AI source used and should show the date the content was generated.

For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. This must be submitted with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has

used AI tools, the teacher/assessor will need to consult the centre’s malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student’s own. Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document (see link below). The JCQ guidance on referencing can be found in the JCQ’s Information for Candidates documents (<https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>) Students are reminded that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference ‘AI’ or ‘ChatGPT’, just as it would be unacceptable to state ‘Google’ rather than the specific website and webpages which have been consulted. Students are reminded that if they use AI so that they have not independently met the marking criteria they will not be rewarded.

