



Thornleigh
Salesian College

EXAMINATIONS POLICY

March 2017



Purpose:

To ensure the planning and management of exams is conducted efficiently and in the best interests of candidates

To ensure the operation of the exam system is understood by all relevant staff

To ensure that students are aware of the ways in which this policy affect them

1. **The School - Roles and responsibility for examinations in school. See Appendix 1**
2. **Entitlement - Statutory tests and qualifications offered. See Appendix 2**
3. **Exam Seasons and Qualifications. See Appendix 3**
4. **Exam entries, entry details, late entries and re-takes. See Appendix 4**
5. **Payment of Examination Fees. See Appendix 5**
6. **The Equalities Act 2010 special needs and access arrangements. See Appendix 6**
7. **The conduct, identification, clash and special consideration of candidates – see Appendix 7**
8. **Coursework and appeals against internal assessment – See Appendix 8**
9. **Internal Assessments for external qualifications – See Appendix 9**
10. **Controlled Assessments – See Appendix 10**
11. **Management of Non-Examination Assessments (NEA), including risk management and staff responsibilities – See Appendix 11**
12. **Results, enquiries about results (EARs) and access to scripts (ATS) – See Appendix 12**
13. **Certificates – See Appendix 13**
14. **Exam Contingency Plan – See Appendix 14**

Monitoring and evaluation

This policy will be monitored on behalf of the Governing Body by the Governors' Achievement & Standards Committee on an annual basis

Appendix 1 – The School.

1.1 The Headteacher (Head of Centre) has overall responsibility for the school as an examination centre.

1.2 The Examination Officer manages the administration of public examinations:

- advises Leadership Group and Subject Leaders, class teachers and relevant support staff on annual exam timetables and entry arrangements as set by the various examination boards;
- oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved, and communicates relevant deadlines and events to staff;
- ensures that candidates are informed of and understand those aspects of the exam timetable that will affect them;
- operates systems and processes to ensure examination entries and estimated grades are made to appropriate examination boards by the required deadlines;
- consults with teaching staff to ensure that necessary coursework/controlled assessment/Non-Examination assessments (NEA) and documentation is completed by the dates set by the examination boards and in accordance with JCQ (Joint Council for Qualifications) guidelines;
- ensures candidates' coursework marks/controlled assessment/NEA's marks are submitted and arranges for the dissemination of returned coursework to departments;
- follows required procedures for the receipt and secure storage of examination materials and completed scripts;
- applies for and administers access arrangements in accordance with JCQ guidelines and by liaising with the SENCO/HLTA – Learning support /Bosco Centre Manager;
- applies for and administers special consideration in accordance with JCQ guidelines and by liaising with the Assistant Director Learning Support HLTA – Learning support/Bosco Centre Manager;
- identifies and manages exam timetable clashes;
- recruits, trains and manages a team of exam invigilators responsible for the conduct of examinations;
- distributes examination results and certificates for candidates;
- liaises with Leadership Group and Site Manager with regard to setting up and use of rooms for examinations;
- prepares examination rooms according to JCQ guidelines;
- distributes examination results to Senior Leadership, Subject Leaders and class teachers;
- in consultation with Head of Centre, manages the procedures for re-marking of scripts;
- administers the post results service for access to scripts and enquiries about results.

1.3 Subject Leaders should:

- advise the Examinations Officer of examination details for their subject, including examination board, specification, options, tiers and any other appropriate details;
- use appropriate assessment data to ensure that candidates are entered for appropriate examinations, tiers and levels;
- ensure accurate completion of entry, estimated grade and any other mark sheets as required and adhere to deadlines set by the examinations officer;
- completion of coursework/controlled assessment/NEA's mark sheets and declaration sheets;

- completion and submission of online coursework/controlled assessment/NEA's marks;
- advise examinations officer regarding special arrangements for examinations.

1.4 Subject teachers should:

- provide details of examination candidates as requested by the Subject Leader by appropriate deadlines;

1.5 Form/group tutors should:

- distribute examination entry details and timetables to candidates as required and ensure that they are informed of procedures in case of any errors;
- ensure that candidates are aware of exam policies affecting themselves.

1.6 The SENCO is responsible for:

- Liaison with Examinations Officer regarding access arrangements and special consideration;
- Identifying and organising testing of candidates' requirements for access requirements;
- Providing additional support, where appropriate, to help candidates achieve their course aims.

1.7 The SENCO is responsible for:

- Identifying candidates for whom English is their second language and may be entitled to special arrangements

1.8 Lead Invigilator/invigilators are responsible for:

- Conduct examinations according to regulations laid down by JCQ;
- Distribution of papers before the examination in accordance with instructions from the examinations officer;
- Collection of completed scripts in correct order on completion of examination and their return to the exam office.
- Informing candidates that should the fire alarm sound, they should stay seated until instructed by leadership. In the event of evacuation the following will apply:-
 - a. all question papers and scripts must be left in the examination room;
 - b. the examination room must be evacuated in an orderly manner, and the candidates accompanied out to a secure quiet area;
 - c. making 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;
 - d. candidates must be supervised as closely as possible whilst they are out of the examination room so as to ensure that there is no collusion;
 - e. after the candidates have returned to the examination room and before the examination is resumed, where it is feasible to do so, the invigilators will be directed by the examination officer to mark the candidates' work to indicate the point at which the interruption occurred;
 - f. the time and duration of the interruption must be noted;
 - g. the candidates must be allowed the full working time prescribed for the examination.

Appendix 2 - Entitlement

At Key Stage 4:

- All students will be entitled and enabled to be entered for either Level 1 or Level 2 qualifications awarded by an external awarding body.
- The awards available are GCSE, BTEC and other level 1/2 qualifications.
- Any decision on whether a student should be withdrawn from an examination in a subject in which they have been following a course will be taken in conjunction with some or all of: member of Leadership Group, Subject Leader, Subject Teacher, SENCO, Candidate and Parents/Carers.
- Any decision to enter a student for an examination earlier than the majority of the cohort should be made in conjunction with a member of Leadership Group, Subject Leaders, Subject Teacher, Candidate and Parents/Carers.

Post-16

- The awards available are GCE, BTEC and GCSE's and other level 1/2 qualifications.
- Any decision on whether a student should be withdrawn from an examination in a subject in which they have been following a course will be taken in conjunction with some or all of: member of Leadership Group, Subject Leader, Subject Teacher, SENCO, Candidate and Parents/Carers.

Appendix 3 – Exam Seasons and Qualifications

3.1 End of course examinations are normally taken in the 'Summer Series' of examinations.

3.2 Other series are held in November, January and March where the qualification is achieved by a modular scheme.

3.3 The decision about which exam series is used is made by the Head of Centre and the Subject Leader.

Appendix 4 – Exam entries

4.1 Entries

- Entries for a particular qualification are decided by Subject Leader and Subject Teachers.
- The centre accepts external entries from former students only, and is dependent on individual circumstances.

4.2 Late entries

- Late entries incur an additional entry fee on the school. These must be authorised by a member of Leadership Group, Subject Leader and the Examination Officer.

4.3 Re-takes

- Candidates who are taking a GCSE re-sit course (post-16) will be allowed to re-sit in November (where possible) and again in June;
- Candidates taking BTEC exams will be able to re-take module tests;
- Candidates taking modular AS and A2 exams will be able to re-take modular tests prior to aggregating their award;
- All decisions regarding entry for re-take modules are taken in consultation with a member of Leadership Group, Subject Leader, Subject Teacher and the Candidate.

(Also refer to Section - Payment of Fees)

Appendix 5 – Payment of Examinations fees

- 5.1 Initial registration fees and exam entry fee for candidates are paid by the Centre.
- 5.2 A department wishing to make a late entry or entries incurring a fee must receive authorisation from the Headteacher if the fee is to be paid by the Centre.
- 5.3 Candidates or departments will not be charged for any fees resulting in changes of tier or withdrawals made by the proper procedures or alterations arising from administrative procedures, providing these are made within the time allowed by the awarding bodies.
- 5.4 Candidates making changes outside of the allowed timescales will be charged any amendment fee.
- 5.5 A candidate wishing to make a late entry will be charged any additional fee incurred by the Centre.
- 5.6 If a candidate at Key Stage 4 is advised by a Subject Teacher or Subject Leader to re-sit a module/examination no charge will be incurred.
- 5.7 Candidates following post-16 courses wishing to re-sit an examination or module will incur the full cost of this.
- 5.8 Candidates who are re-sitting a full course will not be liable to a charge for the examinations that are part of this course.
- 5.9 Candidates who fail to attend for an examination will be liable for the cost of that examination.
- 5.10 The fees re-imburement policy with regard to enquiries about results will be included in the Candidate section of the Exams Policy and will be communicated to students and their parents/carers at the start of GCSE and post-16 courses.
- 5.11 Candidates must pay the fee for an enquiry about a result unless this enquiry is initiated by the Centre.

Appendix 6 – The Equality Act, SEN and Access arrangements

6.1 EQUALITIES ACT 2010

- The Equalities Act 2010 extends the application of the equalities act to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.
- See also School SEN Policy & Accessibility plan

6.2 Special needs

- A candidate's special needs requirements are determined by the SENCO, Doctor or the Educational Psychologist/Specialist Teacher.
- The SENCO will inform Subject Teachers of candidates with special needs at the beginning of their examination course. The SENCO will then inform individual staff/Subject Leaders of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access arrangements

- The SENCO identifies any special needs of a candidate and the access arrangements for examinations e.g. extra time, use of separate room
- The exams officer/HLTA learning support is responsible for submitting completed access arrangement applications to the awarding bodies.
- Rooming arrangements, invigilation and support will be arranged by the Bosco Centre staff and the Examinations Officer.

Appendix 7 – Conduct, identification, clashes and special consideration of candidates

7.1 The Centre’s published rules on acceptable dress and behaviour apply at all times.

- In line with JCQ regulations the use of mobile phones, watches and other electronic devices are not allowed in the examination room.
- JCQ guidelines will be followed in the case of disruptive students.
- Any candidate, who needs to leave the room for an urgent reason, requiring an immediate return, must be accompanied by an invigilator.
- A late candidate may enter the exam room at the discretion of the Examination Officer; this may entail a report being sent to the examination board.
- Candidates who fail to attend for an examination will be liable for the cost of that examination.
- Candidates’ personal belongings remain their own responsibility and the Centre accepts no responsibility for loss or damage.

7.2 Identification of candidates

- All candidates should be identified before sitting an examination.
- For Post-16 candidates, all should be in possession of their ID badges
- For lower school candidates, the presence of Leadership, Lead Learning Mentor, Subject Leader or Subject Teacher at the beginning of the examination will fulfil this requirement.
- External candidates will be required to provide photographic ID.

7.3 Clash candidates

- The Examination Officer is responsible as necessary for informing the examination board of clashes and identifying a secure venue, which may involve an overnight stay, and suitable escorts.

7.4 Special consideration

- Should a candidate be too ill to sit an examination, suffer bereavement or other trauma; the candidate should inform the Examination Officer.
- A request for special consideration will only be considered if supported by appropriate evidence, e.g. a Doctor’s note, self-certification form etc.

Appendix 8 – Coursework and appeals against internal assessment

8.1 All coursework procedures should be carried out in accordance with the Code of Practice issued by JCQ:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills;
- assessment evidence provided by candidates should be produced and authenticated according to the requirements of the specification;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- staff responsible for the internal standardisation should attend any compulsory training sessions.

8.2 Coursework

- Candidates preparing coursework or portfolios as part of their assessment for a qualification should do so by the date defined by the Centre, taking account of any date set by the examination board.
- Subject Leaders should ensure that all coursework is despatched at a time which will meet the deadline set by the exam board;
- Marksheets must be submitted to the Examination Officer for despatch to the examination board by the deadline set by the Examination Officer.

8.3 Appeals against internal assessments for external qualifications

- appeals can only be made if they apply to the process leading to an assessment. There is no appeal against the mark awarded;
- candidates may appeal only if they feel that their coursework has been assessed unfairly, inconsistently or not in accordance with the specification;
- appeals should be made in writing at least two weeks before the end of the last externally exam in that series and addressed to the Head of Centre;
- the Head of Centre's findings will be recorded in writing and recorded for the awarding body's inspection.

Appendix 9 – Internal Assessments for external qualifications

In accordance with the Code of Practice for the conduct of external qualifications produced by JCQ, Thornleigh Salesian College is committed to ensuring that:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills;
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- staff responsible for internal standardisation attend any compulsory training sessions.

Written appeals procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the School concerning the internal assessment:

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgement themselves; you cannot appeal against the mark or grade only the procedures used;
- the Parent or Guardian must make the appeal in writing to the Head of Centre at least two weeks before the date of the last externally assessed paper of the series;
- the enquiry into the internal process will normally be led by a member of the Leadership Group with line management responsibility for the Department with the Examinations Officer, provided that they have not played any part in the original internal assessment process;
- the enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The appellant will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body;
- any steps taken to further protect the interest of the candidates.

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered in the School's appeals procedure.

Appendix 10 - Controlled Assessments and risk management

Roles and Responsibilities

10.1 Senior Leadership Team

- Ensure that each department carries out controlled assessments in accordance with JCQ guidelines and awarding bodies' subject-specific instructions.
- Co-ordinate with Subject Leaders, a schedule for controlled assessments to take place
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/ problems over the timing or operation of controlled assessments.
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff, students and parents have access to a calendar of events

10.2 Subject Leaders will ensure:

- The safe and secure conduct of controlled assessment in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- 100% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated.
- All marking is standardised.
- All teachers in each department understand their responsibilities with regard to controlled assessments and are familiar with the contents of the JCQ publication "*Instructions for conducting controlled assessments*".
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- All confidential materials, together with the work produced by the candidates, are stored securely at all times. Storage is defined as a locked steel cabinet, a metal cabinet or similar.
- SENCO is informed about any assistance required for the administration and management of access arrangements.
- In the case of formal supervision, (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices.
- A log is kept which contains:
 - The date and time of each assessment together with its title
 - The name of the supervising teacher
 - A list of candidates who were present during the assessment
 - A list of any absent candidates
 - A log of any incidents which occurred during the assessment is kept for each controlled assessment

10.3 Teaching staff must

- Comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*;
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website;
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times;
- Supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows;

- Ensure that students and supervising teachers sign authentication forms on completion of an assessment;
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded;
- Retain candidates' work securely between assessment sessions (if more than one);
- Retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

10.4 The Exams officer will

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries;
- Enter students' 'cash-in' codes for the terminal exam series;
- Take responsibility for receipt, safe storage and safe transmission, whether in CD or hard copy format;
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines;
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Senior Leadership Team.

10.5 Special Educational Needs Co-ordinator will

- Ensure access arrangements have been applied for;
- Work with teaching staff to ensure requirements for supporting candidates are met.

10.6 Good Practice

- At the start of formal sessions of controlled assessment, candidates will be reminded to turn their mobile phones off and disable alarms;
- Staff are asked to go through the JCQ *Notice to Candidates (for controlled assessments)* at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

10.7 Student Malpractice

The Head of Centre/Exams Officer

- report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice;
- If the irregularity is discovered prior to the candidate signing the declaration of authentication form, investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body;
- If the irregularity is identified after the candidate has signed the declaration of authentication, the Head of Centre/Examination Officer will submit full details of the case to the relevant awarding body at the earliest opportunity;
- Supervise all investigations resulting from an allegation of malpractice;
- Respond appropriately to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved;

10.8 Teacher Malpractice

- The school will carry out an investigation where it is evident that a teacher has helped a child with their controlled assessment beyond the guidelines contained within each specification;
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

Risk Management of Controlled assessments

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Deputy Head
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	Deputy Head
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Exams officer
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Exams officer
Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	IT Staff
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	IT Staff
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	IT Staff

Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Leader
Supervision			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Exams officer
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Exams officer
Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Subject Leader/Head of Centre
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Subject Leader
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	<i>Exams Officer</i>
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Subject Leader
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Subject Leader/Head of Centre
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Subject Leader
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Subject Leader/Head of Centre

Appendix 11 - Management of Non-Examination Assessments (NEA), including risk management and staff responsibilities

Purpose of the policy

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

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 that apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking.

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

The basic principles

Head of centre

- Ensures that the centre's non-examination assessment policy is fit for purpose;
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks.

Senior leaders

- Ensure the correct conduct of non-examination assessments 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

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

Subject leaders

- 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;
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.

Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#);

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

Exams officer

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

Task setting

Subject teacher

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

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body;
- Identifies date(s) when tasks should be taken by candidates;
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times;
- 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;
- Where candidates may work in groups, keeps a record of each candidate's contribution;
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#);
- Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates.

Advice and feedback

Subject teacher

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

Resources

Subject teacher

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

Word and time limits

Subject teacher

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

Subject teacher

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

Authentication procedures

Subject teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work;
 - signs the teacher declaration of authentication confirming the requirements have been met.
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later;
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector;
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the exams officer

Presentation of work

Subject teacher

- 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 JCQ regulations;
- Takes sensible precautions when work is taken home for marking;

- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre;
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means;
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Manager

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

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

Exams officer

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

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner.

Exams officer

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

Task marking – internally assessed components

Marking and annotation

Subject teacher

- 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 in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.

Subject teacher

- Indicates on work (or cover sheet) the date of marking;
- Marks to common standards

Consortium arrangements

Subject leader

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead);
- Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected;
- Ensures procedures for internal standardisation as a consortium are followed.

Subject teacher

- Provides marks to the exams officer to the internal deadline;
- Provides the moderation sample to the exams officer to the internal deadline.

Exams officer

- Arranges completion of form JCQ/CCA Centre consortium arrangements for centre - assessed work;
- Submits form JCQ/CCA to the deadline for each exam series affected;
- Submits marks to the awarding body deadline;
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline;
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series.

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

Storage and retention of work after submission of marks

Subject teacher

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

Exams officer

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

External moderation - feedback

Subject leader

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

Exams officer

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

Access arrangements

Subject teacher

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

Special educational needs coordinator (SENCo)

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

Special consideration

Subject teacher

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

Exams officer

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

Malpractice

Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected cases 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](#).

Subject teacher

- Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)

Exams officer

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre
- Signposts the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#) to subject leaders
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

Enquiries about results

Head of centre

- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject leader

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

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available

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

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post Results Services, Information and guidance for centres](#)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

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

Head of centre

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

Subject leaders

- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics (in Autumn 2016)
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher

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

Exams officer

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

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

Head of centre

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

Quality assurance (QA) lead/Lead internal verifier

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

Subject leaders

- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England

- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

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

Exams officer

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

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	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	IT
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	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	Subject Leader
Issuing of tasks		
Awarding body set task not issued to candidates on time	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 Set task accessed well in advance to allow time for planning, resourcing and teaching	Subject Leader
The wrong task is given to candidates	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	Subject Leader
Task taking		
Supervision		
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	Head of Centre/Subject Leader/EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate	SENCO/EO
Advice and feedback		
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	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	Subject Leader/Teacher
A third party claims that assistance was given to candidates by the subject teacher over and above that	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given	Head of Centre/EO

allowed in the regulations and specification	Where appropriate, a suspected malpractice report is submitted to the awarding body	
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	Teacher
Resources		
A candidate fails to acknowledge sources on work that is submitted for assessment	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 Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately 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	Subject Leader/Teacher
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood	Subject Leader/Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	Subject Leader/Teacher
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	Head of Centre/Subject Leader/Teacher
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	Subject Leader/Teacher
Subject teacher not available to sign authentication forms	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	Subject Leader
Presentation of work		

Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	Subject Leader/Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage	Subject Leader/Teacher
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	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	Subject Leader/Teacher /EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	
Task marking – internally assessed components		
A candidate submits little or no work	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	Subject Leader/Teacher
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work	Subject Leader/Teacher /EO
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 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	Head of Centre/Subject Leader/Teacher /EO
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not	Subject Leader/Teacher
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension	Subject Leader/Teacher /EO
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	Head of Centre/Subject Leader/Teacher /EO

<p>A candidate wishes to appeal the marks awarded for their work by their teacher</p>	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</p> <p>Records confirm candidates have been informed of their marks</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks</p> <p>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</p>	<p>Subject Leader/Teacher</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p>Records confirm deadlines given and understood by candidates at the start of the course</p> <p>Candidates confirm/record deadlines known and understood</p> <p>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</p> <p>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</p>	<p>Subject Leader/Teacher</p>
<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p>Internal/external deadlines are published at the start of each academic year</p> <p>Reminders are issued through senior leaders/subject leaders as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p>	<p>Head of Centre/Subject Leader/Teacher /EO</p>

Appendix 12 – Results, enquiries about results and access to scripts.

12.1 Results

- Candidates are able to collect their results on results day in person. Results will be posted to candidates if a SAE is provided.
- Arrangements for the distribution of results on results day is the responsibility of Head of Centre and Examinations Officer.

12.2 Enquiries about Results

- Enquiries about results may be requested by Subject Leaders or candidates if there are reasonable grounds for believing that there has been an error in marking. Unless the request is initiated by the Centre, the candidate will be charged the fee for this.
- Candidates must be made aware that in the case of a re-mark their mark can go down as well as up and must sign the declaration form.

12.3 Access to Scripts

- After the release of results candidates may ask the centre for return of papers, subject to the deadlines defined by the examination board
- As a result of accessing the scripts, the Centre may consider a re-mark at the Centre's expense.
- A Subject Leader may also request return of scripts for teaching purposes. Permission for this must be obtained from the candidates. The department will pay costs incurred

Appendix 13 – Certificates

- 13.1 Certificates are distributed in person to candidates who are still attending at Thornleigh Salesian College.
- 13.2 In order to ensure security of delivery candidates leaving Thornleigh Salesian College at the end of Key Stage 4 will be asked to collect certificates in person, after a specified date during the Autumn Term, for qualifications already obtained. Any certificates not claimed within 12 months will be forwarded by post to the last address held by the school at the candidates' risk.
- 13.3 Candidates who leave at the end of the Sixth Form will be invited to collect their certificates at a 'Certificates Evening', usually held at the start of the Spring term. Any certificates not collected after 12 months will be forwarded by post to the latest address held by the school at the candidates' risk.
- 13.4 Certificates may be collected by a third party only if they have received written authorisation to do so.

Appendix 14 - Exam Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Thornleigh Salesian College. By outlining actions/procedures to be followed in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

- *Planning*
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *Entries*
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - candidates not briefed on exam timetables and awarding body information for candidates
 - exam/assessment materials and candidates’ work not stored under required secure conditions
 - internal assessment marks and samples of candidates’ work not submitted to awarding bodies/external moderators
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
 - candidates’ scripts not dispatched as required to awarding bodies
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates
 - the facilitation of the post-results services

Centre actions:

- *Deputy Head teacher will step in with running of exams. Invigilators informed of the EO absence. Senior invigilators (JH) will then run external examinations. The Deputy has good knowledge of the procedures to follow during the exam cycle. Help also available from local schools.*

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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
 - 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
 - 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:

- *CMH to cover period of absence. EO to work closely with CMH to ensure regular testing of students continues.*

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Centre actions:

- *EO to issue own internal deadlines, which if not met are referred to teaching staff's line manager. SLT line manager also will take ownership of requests from EO if the event of HoD absence.*

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- *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:

- *EO to review numbers and quality of invigilators on an annual basis. Internal Student Progress Co-ordinators, support staff and trained agency staff to be used if needed.*

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

Criteria for implementation of the plan

- 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 expected incident at exam time

Centre actions:

- ***With our current numbers on role we have enough accommodation however other rooms can be used when required in an emergency.***

6. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Centre actions:

- ***We do not have very many on-line tests. Entries are never left to deadline day, SLT ensures IT technicians are aware of the key results dates in August.***

7. *Disruption of teaching time – centre closed for an extended period

***Criteria for implementation of the plan**

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

Centre actions:

- ***SLT to work to provide a contingency plan when required.***

8. *Centre unable to open as normal during the exams period

***Criteria for implementation of the plan**

- Centre unable to open as normal for scheduled examinations

**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.*

Centre actions:

- ***EO to liaise with Head Teacher and Site Manager as to the suitability of the site. Advice Exam Boards where necessary.***

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

***Criteria for implementation of the plan**

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

Centre actions:

- *Advise Exam Boards of reason for crisis and obtain documentary proof.*
- 10. *Disruption to the transportation of completed examination scripts**
- *Criteria for implementation of the plan**
- Delay in normal collection arrangements for completed examination scripts
- Centre actions:**
- *Continue to store Exam Scripts securely and advise Exam Boards accordingly.*
- 11. *Assessment evidence is not available to be marked**
- *Criteria for implementation of the plan**
- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Centre actions:**
- *Provide full report to Exam Boards on the reasons for the damage/destruction.*
- 12. *Centre unable to distribute results as normal**
- *Criteria for implementation of the plan**
- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services
- Centre actions:**
- *Liaise with Head Teacher and Site Manager to arrange alternative venue*

information taken from the *Joint contingency plan for the examination system in England, Wales and Northern Ireland

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

Guidance on *alternative site arrangements* <http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

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

