The Coleshill School: *An 11-19 Business and Enterprise Academy*

Examinations Policy

2024/25

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
M Linder & J Simmons	
Date of next review	Oct 2025

Key staff involved in the policy

Role	Name(s)
Head of centre	**R Brindley**
Senior leader(s)	**J Simmons**
Exams officer	**M Linder**
SENCo (or equivalent role)	**L Towler & S Foster**

Contents

Purpose of the policy

The centre is committed to ensuring that the examinations/assessments management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This policy will ensure that:
- all aspects of the centre's process is documented, supporting the ~~exams~~ centre's contingency plan, and other relevant exams-related policies and 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 are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the examination/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.

This policy will be communicated to all relevant centre staff.

> Overtype here how this policy will be communicated or brought to the attention of all those identified with roles and responsibilities within the policy. (You may also wish to include a section detailing how relevant information contained in this policy is made accessible/brought to the attention of candidates) (or delete this table if not deemed appropriate to include here)

Roles and responsibilities overview

(GR 2)

The **head of centre** is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/ assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting published JCQ regulations and awarding body requirements.

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 must not normally appoint themselves as the examinations officer. A head of centre and an examinations officer are two distinct and separate roles.

The head of centre and/or examinations officer may operate across more than one centre. In such cases the head of centre must ensure there is suitable senior leadership team support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan.

Head of centre responsibilities

(GR 1)

Heads of centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of the current General Regulations for Approved Centres (GR) booklet. In particular, heads of centre must familiarise themselves with paragraphs 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not receiving or being able to access question papers and other confidential assessment materials. Ultimately, awarding bodies could withdraw approval of the centre.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments.

(ICE Introduction) **It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the** Instructions for conducting examinations **document**. Failure to do so may constitute malpractice as defined in the JCQ document Suspected Malpractice: Policies and Procedures, 1 September 2024 to 31 August 2025.

(GR 5.1)

The head of centre must ensure:

- compliance with the published JCQ regulations and awarding body requirements to deliver the qualification(s)
- appropriate controls are in place which ensure accurate data is submitted to the awarding bodies by the required deadlines, e.g. entries, internally assessed marks
- all reasonable steps are taken to respond promptly to requests for information or documentation made by an awarding body or regulatory authority

Head of centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ documents including:
  - General Regulations for Approved Centres (GR)
  - Instructions for conducting examinations (ICE)
  - Access Arrangements and Reasonable Adjustments (AARA)
  - Suspected Malpractice - Policies and Procedures (SMPP)
  - Instructions for conducting coursework (ICC)
  - Instructions for conducting non-examination assessments (NEA)
  - A guide to the special consideration process (SC)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
  - maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
  - has in place a written agreement with the third party (unless exclusions apply) to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
  - ensures that a copy of the written agreement is available for inspection if requested by the awarding body
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties (see **National Centre Number Register and other information requirements** section)
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications (including third party applications)
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with the names, addresses and contact details (including email addresses) of examiners, moderators, external verifiers and any other awarding body examining/assessment personnel/JCQ personnel

Resilience and contingency arrangements

(GR 3.16-19)

The centre must ensure they are familiar with the regulators' guidance on ensuring resilience in the qualifications system. Centres should consider putting in place a process for gathering evidence of candidate performance in line with the published guidance.

The centre must have an up to date written contingency plan.

The contingency plan must cover all aspects of examination/assessment administration and delivery. Senior leaders must have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo/ALNCo, examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems.

As part of their contingency plan centres must identify an alternative site if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different Year Groups.

The centre must have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre must ensure that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Centres must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

Cyber security

(GR 3.20-21)

The head of centre must ensure there are procedures in place to maintain the security of user accounts by:

- providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
- providing training for staff on awareness of all types of social engineering/ phishing attempts
- enabling additional security settings wherever possible
- updating any passwords that may have been exposed
- setting up secure account recovery options
- reviewing and managing connected applications
- monitoring accounts and regularly reviewing account access, including removing access when no longer required
- ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*
  Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.
- reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

It is the responsibility of the **head of centre** to ensure that the centre:

Recruitment, selection, training and support

(GR 5.3)
- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components

- Ensures that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work
- Enables the relevant senior leader(s), the examinations officer (EO) and the SENCo (or equivalent role) to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ and awarding body regulations
- Ensures that the SENCo (or equivalent role) understands the JCQ document Access Arrangements and Reasonable Adjustments and is given sufficient time to manage the access arrangements process within the centre
- Ensures that the examinations officer understands relevant awarding body and JCQ documentation and has sufficient time to perform their role
- Ensures that any member(s) of the senior leadership team who are responsible for examination administration familiarise themselves with relevant awarding body and JCQ documentation (This will ensure the examinations officer and the SENCo are supported as well as ensuring effective centre decision making in line with the published regulations)
- Ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations

External and internal governance arrangements

(GR 5.3)

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination and assessment administration, be absent

Escalation Process

> In the event of Exams Officer Absence
>
> - Escalate to J Simmons – Assistant Headteacher assisted by Data Manager and Trust Exams Team
> - Head of Centre informed of Exams Officer absence

- Has in place a member of the senior leadership team who has a good working knowledge of the examination system, will provide effective line management support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments

Delivery of qualifications

(GR 5.3)

- Delivers qualifications, as required by the awarding body and in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking and implementing reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date practical experience, or relevant training where required by the subject concerned

Public liability

(GR 5.3)
- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

Conflicts of interest

(GR 5.3) See **Policies** below)

Controlled assessments, coursework and non-examination assessments

(GR 5.3)
- Has in place arrangements to co-ordinate and standardise all marking of centre-assessed components and to ensure that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (This applies to both internal and private candidates)
- Submits in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments, returning all subject-specific forms by the required date

Security of assessment materials

(GR 5.3)
- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
    - the security of all assessment materials
    - that assessment materials supplied to the centre by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre staff and candidates and are not shared outside the centre
    - reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials
- Makes arrangements to:
    - receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ document *Instructions for conducting examinations*
    - access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the current JCQ document *Instructions for conducting examinations*
    - receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Provides candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

National Centre Number Register and other information requirements

(GR 5.3)
- Provides contact details as follows:
    - a physical address to which all examination and assessment materials will be despatched – this must be the registered address of the centre
    - a landline telephone number – this must be the number of the main office/ switchboard of the centre
    - a contact email address for communications – this must be the email address of the person or team responsible for the administration of examinations (Personal email addresses such as 'Yahoo', 'Hotmail' and 'Gmail' are not acceptable)
    Note: Except for WJEC, if this is a shared email account it must not be used to access awarding body secure websites
    - the name of the head of centre and their email address
    - senior designated contact details (this might include a personal mobile number and/or email address) (These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue)
- Responds to the National Centre Number Register annual update by the end of October every year

- o informs the National Centre Number Register Team immediately (email address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place (This must be on centre headed stationery which can be sent as an email attachment including the signature of the head of centre)
- o informs the National Centre Number Register Team (email address – ncn@ocr.org. uk) of any changes to relevant contact details no later than 6 weeks prior to moving to a new address or re-locating of the secure storage facility (This must be on centre headed stationery which can be sent as an email attachment)
- o informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
- o responds, by completing the Head of Centre Declaration, to the National Centre Number Register request for confirmation that they are aware of and adhering to the latest versions of the JCQ regulations, and does so no later than the end of October every year
- o responds to any other reasonable requests made by the National Centre Number Register Team
- (GR 1.9) Understands that this responsibility for completing the Head of Centre declaration survey cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
    - o the centre status being suspended
    - o the centre not being able to submit examination entries
    - o the centre not receiving or being able to access question papers
    and ultimately, awarding bodies could withdraw their approval of the centre

Centre inspections

(GR 5.3)

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify themselves with a formal identity document and **must** be accompanied throughout their tour of the premises, including inspection of the centre's secure storage facility

Conflicts of interest

(GR 5.3)

- Manages conflicts of interest by informing the awarding bodies before the published deadline for entries for each examination series of any potential conflict of interest where:
    - o any members of centre staff who are taking a qualification at this centre which includes internally assessed components/units*
    - o any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units, **and**

maintains internal records (that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected) of all instances where:

- o exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at this centre or other centres
- o centre staff are taking qualifications at this centre which do not include internally assessed components/units*
- o centre staff are taking qualifications at other centres

- Retains records of all conflicts of interest including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)
- *Notes that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre, and ensures:
  - proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
  - during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

Equalities Policy

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

6.1 DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special needs

A candidate's special needs requirements are determined by the SENCO and the educational psychologist / specialist teacher.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer.

Rooming for access arrangement candidates will be arranged by the SENCO with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the exams officer.

  - a written contingency plan which covers all aspects of examination/ assessment administration and delivery

Contingency Plan

See appendix a

Access arrangements and reasonable adjustments

(GR 5.4)

The head of centre/senior leadership team will:

- appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury
- ensure that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) meet their needs (The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to complete the examinations/assessments successfully and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments)
- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7) (This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid)
  †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect
- ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate such as a distance learner or a home educated student (The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements)
- ensure that where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified assessor as appointed by the head of centre (Evidence of the assessor's qualification(s) must be obtained before they assess candidates and held on file for inspection)
- have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*

Malpractice

(GR 5.11)

The centre will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- as required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the current JCQ document *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require
- (GR 6.2) Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with

other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ document *Suspected Malpractice – Policies and Procedures*

Personal data

(GR 6.6, 6.8)

It is the responsibility of centres to inform candidates of the processing that the centre undertakes. For example, that the centre will provide relevant personal data including name, date of birth, gender to the awarding bodies for the purpose of examining and awarding qualifications.

Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programmes and data ("Student Materials"). Awarding bodies may use the Student Materials to evaluate candidates' performance in the relevant assessment. They may also use the Student Materials for other purposes as outlined in their privacy policies and in accordance with their terms. Candidates should be directed to the relevant awarding body's privacy notice if they require further information about how their Student Materials may be used by the awarding body.

Where a centre or third party is in possession of any Student Materials for the purposes of candidate assessment, the Student Materials will be held on behalf of the awarding body.

Exams officer (EO)

- Understands the contents of annually updated JCQ documents including:
  - General Regulations for Approved Centres
  - Instructions for conducting examinations
  - Suspected Malpractice - Policies and Procedures
  - Post-Results Services (PRS)
  - A guide to the special consideration process
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR https://ocr.org.uk/administration/ncn-annual-update/) by the end of October every year to confirm the centre's contact details or informs of any changes ((and follows the process (in GR 5.3) if any changes occur after the annual update has taken place)
- 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
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as may be applicable to the centre and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENCo (or equivalent role) to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining internal records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- 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 security of confidential examination/assessment materials

Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ documents including:
  - General Regulations for Approved Centres
  - Instructions for conducting examinations
  - Access Arrangements and Reasonable Adjustments

- o Suspected Malpractice - Policies and Procedures
- o Instructions for conducting coursework
- o Instructions for conducting non-examination assessments
- o A guide to the special consideration process
- o Post-Results Services
- Ensure 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 (or equivalent role)
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Special educational needs co-ordinator (SENCo) or equivalent role

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ documents including:
  - o 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 (GR 5.4)
- Ensures any applications for access arrangements or reasonable adjustments are submitted by the published deadline (The SENCo will hold on file appropriate documentary evidence to substantiate such an arrangement, which is open to inspection. For those qualifications covered by Access Arrangements Online, a JCQ Centre Inspector will sample a centre's applications)
- Ensures a file is presented which must contain for each online application the downloaded approval for the respective arrangement(s), supporting evidence of need and a signed candidate data personal consent form (This information must be readily available for inspection at the venue where the candidate is taking the examination(s)
- Ensures requests for modified papers are submitted by the published deadline
- Ensures there are appropriate resources in place at the time of examinations/ assessments to meet candidates' needs, e.g. sufficient readers and scribes

Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo (or equivalent role)
- 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/undertake training (on the current regulations), 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 security of confidential examination/assessment 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 referred to as the **exam cycle** and relevant tasks which need to be undertaken before, during and after an exam series grouped into the following stages:

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

This policy identifies roles and responsibilities of centre staff within this cycle.

Planning: roles and responsibilities

Secure materials

Head of centre

(GR 3.6)

- Ensures the centre has a secure storage facility in a room solely assigned to examinations

(ICE 3.1)

The secure room and the secure storage facility

The secure room
The secure room must only be used for the purpose of administering secure examination materials.

Access to the secure room **must** be restricted to two to six key holders, one of whom **must** be the exams officer. The two to six key holders **must** be permanent members of staff or members of staff who have a formal contract of employment and are subject to standard HR policies and procedures...

The secure storage facility
Access to the secure storage facility **must** be restricted to two to six key holders, one of whom **must** be the exams officer.

The two to six key holders **must** either be part of the exams team or the senior leadership team. A key holder from the exams team **must** be a permanent member of staff or a member of staff who has a formal contract of employment and is subject to standard HR policies and procedures.

When the secure storage facility is being accessed for the storage and preparation of secure assessment materials the door to the secure room **must** be closed.

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ documents including GR, ICE, AARA, SMPP, ICC, NEA and SC

Exams officer

- Signposts relevant centre staff to JCQ documents and awarding body documentation relating to the examination/assessment process that have been updated
- Signposts relevant centre staff to JCQ information that must be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

- 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
- Collates all information gathered into one central point of reference

- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- (where applicable to the role) Collects information on internal exams/assessments to enable preparation for and conduct of (insert the titles these internal exams/assessments are referred to in the centre)

Senior leaders

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform 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
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

Access arrangements

Head of centre

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures the SENCo (or equivalent role) is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENCo (or equivalent role)

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments 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 for a candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed *Personal data consent* forms from candidates where required and ensures *Data protection confirmation(s) by the examinations officer or SENCo* are completed
- Applies for approval using *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 a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly 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
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Ensures criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Alternative Rooming Arrangements Policy (Exams)

See appendix a)

Senior leaders, Teaching staff

- Support the SENCo (or equivalent role) in determining and implementing appropriate access arrangements/reasonable adjustments
- (Senior leader) Provides an annually reviewed and updated word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre

Controlled assessments, coursework and non-examination assessments

(GR 5.7)

- Ensures that where candidates are taking non-examination assessments, teaching staff check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities
- Ensures awarding bodies are notified of a consortium of centres with joint teaching arrangements for qualifications (This will allow the candidates for each specification to be treated as a single group for the moderation of centre- assessed work. This is only required if two or more member centres will be entering candidates for work that is centre-assessed)
- Ensures only current assessment materials/tasks are used to assess candidates' knowledge and skills (in cases where the awarding body provides such material)
- Before submitting marks to the awarding body ensures candidates are informed of their centre assessed marks and allows a candidate to request a review of the centre's marking
- Ensures that all associated administrative tasks are completed in an accurate and timely manner, e.g. marks are correctly calculated, recorded and submitted by the published date (It is the responsibility of the centre to carefully check the marks it is submitting to an awarding body)
- Ensures submission of centre-assessed marks and moderation samples, if required by the awarding body, by the published date (It is the responsibility of the centre to ensure that moderators receive the correct samples of work to review)
- Ensures a written internal appeals procedure relating to internal assessment decisions is in place and ensures that details of this procedure are communicated, made widely available and accessible to all candidates
- Ensures a written policy regarding the management of non-examination assessments, including controlled assessments and coursework is in place
- Ensures that candidates' work is backed-up and considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up (Implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks)

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)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering relevant qualifications follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- Ensure teaching staff delivering ~~reformed~~ GCE and 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
- Ensure teaching staff delivering qualifications which include (wholly or in part) units of coursework follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- For VTQs qualifications, ensure teaching staff follow appropriate instructions issued by the relevant awarding body
- Ensure 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

Head of centre

- 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, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- 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
- Ensures that, wherever possible a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a Learning Support Assistant who has supported one or more candidates is not an invigilator during the examination

Exams officer

- Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides thorough training for new invigilators on the current instructions for conducting examinations and an update for the existing invigilation team so that they are aware of any changes in a new academic year, before they are allocated to invigilate an exam
- 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 made aware of the access arrangement(s) awarded (ensuring 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

Entries: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to GR 5.4 **Entries**)

Estimated entries

Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs / senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met

Senior leaders

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

Final entries

Head of centre

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. entries

Exams officer

- Requests final entry information from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs senior leaders of subsequent deadlines for making changes to final entry information without charge
- Submits registrations, examination entries and certification claims by the deadline(s) and complies with the requirements of the specification including any terminal rules which need to be met at the point of certification
- Confirms with senior leaders 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
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

Senior leaders

- Provide information requested by the EO to the internal deadline
- Inform 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
- Check final entry submission information provided by the EO and confirms information is correctEntry fees

4.1 Entries

Candidates are selected for their exam entries by the heads of subject, heads of Faculty and the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal.

The centre does accept entries from external candidates.

4.2 Late entries

Entry deadlines are circulated to heads of Faculty via pigeon holes.

Late entries are authorised by heads of Faculty and exams officer.

Late entries/amendments are paid for by Faculties.

4.3 Retakes

Candidates are allowed to retake exams in accordance with examination board regulations

Retake decisions will be made in consultation with the candidates, head of post-16, exams officer and the heads of Faculty.

GCSE initial registration and entry exam fees are paid by the centre.

AS initial registration and entry exam fees are paid by the centre.

A2 initial registration and entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the centre, as from September 2010 faculties will be charged.

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

Reimbursement will be sought from candidates who fail to sit an exam or do not meet the necessary coursework requirements.

This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.

Candidates are allowed to retake per subject in GCSE in accordance with examination board regulations.

> **Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.**
>
> **(See also section 11.2: Enquiries about results [EARs])**

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

Senior leaders

- Minimise 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

Re-sit entries

> See above

Private candidates

> Managed by Exams Officer and charged via purchase order

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: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to GR 5.8 **Candidate information**)

Access arrangements and reasonable adjustments

SENCo (or equivalent role)

- 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 documents, 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 access arrangement)
- Ensures the person appointed to facilitate an access arrangement must not normally be the candidate's own subject teacher, Learning Support Assistant or teaching assistant (Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant is used, a separate invigilator must always be present)
- 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

<u>Briefing candidates</u>

Exams officer

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
  - exam timetable clashes
  - arriving late for an exam
  - absence or illness during exams
  - what equipment is/is not provided by the centre
  - food and drink in exam rooms
  - unauthorised items in exam rooms
  - when and how results will be issued and the staff that will be available
  - post-results services information and how the centre will deal with requests from candidates
  - when and how certificates will be issued

Access to Scripts, Reviews of Results and Appeals Procedures

12.1 Results

Candidates will receive individual results slips on results days in person at the centre/ by post to their home addresses (candidates to provide sae).

Arrangements for the school to be open on results days are made by the senior leader.

The provision of staff on results days is the responsibility of the senior leader.

The centre aggregates at the end of year 13 for AS grades, not at the end of year 12.

12.2 Enquiries about Results (EARs)

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

All candidates are to sign a form acknowledging they understand results can go up or down.

12.3 Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of papers within three days' for scrutiny of the results.

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

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

GCSE re-marks cannot be applied for once a script has been returned.

Refer to GR 5.13)

Dispatch of exam scripts

Exams officer

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

Estimated grades

Senior leaders

- Ensure 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 (or equivalent role)

- 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

Senior leaders

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline (or delegates this task to relevant teaching staff)
- 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

Invigilation

Exams officer

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates the existing invigilation team on any regulation changes and any changes to centre-specific arrangements
- 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, prompter, 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, ensure all relevant rules are being adhered to and to support 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 (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates

SENCo (or equivalent role)

- 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

JCQ Centre Inspections

Exams officer or **Senior leader**

- Will accompany the Inspector throughout a visit

SENCo (or equivalent role) 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
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify the identity of all candidates

- Ensures invigilators are aware of the procedure
- 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 and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

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

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times. There are two keyholders only (the exams officer is one of the keyholders), each keyholder must fully understand their responsibilities as a keyholder to the secure storage facility
- 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 immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)

- Ensures the integrity and security of any electronic question paper materials is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment at the centre to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question paper materials)

  At least two and no more than six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the exams officer. Other members of centre staff may assist with printing and collation provided they are under supervision.
  *For AQA examinations, one member of centre staff can be authorised to handle secure electronic material.

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 transferal to 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 as a last resort, once all other options have been exhausted and according to the centre's policy)
- 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 (or equivalent role) regarding rooming of access arrangement candidates

SENCo (or equivalent role)

- 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

- (Where/if applicable to the centre) 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 to timescale by submitting a JCQ Alternative Site form online using 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

Centre consortium arrangements

Exams officer

- (Where/if applicable to the centre) Processes applications for Centre Consortium arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Senior leaders

- (Where/if applicable to the centre) Inform the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

Transferred candidate arrangements

Exams officer

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using 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 arrangement

Internal exams/assessments

Exams officer

- Prepares for the conduct of internal exams/assessments under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre)

SENCo (or equivalent role)

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

Teaching staff

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

Exam time: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to GR 5.9 **Conducting examinations and assessments**)

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/temporary access arrangements as they arise at the time of exam
  - Liaises with the SENCo to apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate absence

Candidate Absence Policy

> See appendix c)
>
> Refer to ICE (22)

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

Candidates

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

Candidate behaviour

See *Irregularities* below.

Candidate belongings

See *Unauthorised items* below.

Candidate late arrival

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

Invigilators

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

  Candidate Late Arrival Policy

See appendix d)
Refer to ICE (21)

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
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

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 sealed 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 care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the

person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened

- Ensures this second pair of eyes check is recorded
- 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 internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

Food and Drink Policy (Exams)

Food and drink is allowed in the examination room at the discretion of the Head of Centre (ICE 18.2).

While water is encouraged, food is actively discouraged, unless for medical reasons, or by prior arrangement.

Through briefings we will, ensure candidates are aware of the regulations, and centre-specific arrangements, relating to food and drink in the examination room. The Exams Officer must ensure invigilators are trained and aware of the regulations/centre-specific arrangements relating to food and drink in the examination room.

Any food and drink brought into the examination room, whether by the candidate or the centre must be free from packaging, and all labels must be removed from drink containers (ICE 18.2).

To enable invigilators to check these items quickly and efficiently:

• food brought into the examination room by the candidate must be free of packaging and in a transparent container.

• drink bottles must be transparent with all labels removed which would include transparent, reusable plastic bottles (ICE 18.2).

Invigilators will be trained to be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2). Invigilators must record what has happened and actions taken on the Exam Room Incident Log in relation to any breach of regulations/centre-specific arrangements regarding food and drink in the examination room. Any breach of JCQ regulations must be immediately shared with the Exams Officer and Head of Centre (a breach of the regulations constitutes suspected or actual malpractice).
- This process is reviewed annually to ensure compliance with current regulations.

Leaving the Examination Room Policy

See appendix e)

Refer to ICE (section 23)

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 (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- 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
- Ensure a procedure is in place in case of an emergency invacuation (lockdown)

Emergency Evacuation Policy (Exams)

See Appendix f)

Refer to ICE (25)

Lockdown Policy (Exams)

See appendix g)

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 according to *JCQ Instructions for conducting examinations* and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of centre

- Ensures (as required by an awarding body) 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

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 or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

Malpractice

See *Irregularities* above.

Special consideration

Senior leaders

- ~~Provide signed evidence to support eligible applications for special consideration~~ Support eligible applications for special consideration by signing appropriate evidence

Exams officer

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline

Special Consideration Policy

Candidates
- Provide appropriate evidence to support special consideration applications, where required

Unauthorised items

Arrangements for unauthorised items taken into the exam room

Invigilators

- Are informed of the arrangements through training

Internal exams/assessments

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: roles and responsibilities

Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to GR 5.12 **Results**, 5.13 **Post-results services and appeals**, 5.14 **Certificates**)

Internal assessment

Senior leaders

- 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 after the retention period 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
- Ensure senior members of staff are accessible to candidates immediately 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 ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

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

Results day programme

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
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

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 re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

Exams officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above **Briefing candidates** and **Access to Scripts, Reviews of Results and Appeals Procedures**)
- 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 to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- 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

(J Simmons – Assistant Headteacher & Data Manager)

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre) https://tableschecking.education.gov.uk https://check-your-performance-measures-data.education.gov.uk/hc/en-gb

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

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

Exams review: roles and responsibilities

Exams officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

Senior leaders

- Work with the EO to produce a plan to action any required improvements identified in the review

Retention of records: roles and responsibilities

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
- Provides an exams archiving policy that identifies information held, retention period and method of disposal

Appendices

a) CONTINGENCY PLAN

The Coleshill School

Exam contingency plan

2023/24

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Simmons & M Linder	
Date of next review	Oct 2025

Contents

Purpose of the plan

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

Alongside internal processes, this plan is informed by the Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted.

This plan also confirms The Coleshill School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2023-2024 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

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*

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

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

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

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

Centre actions to mitigate the impact of the disruption

- Relevant support staff to take responsibility for the above tasks with the support of the SLT.
- The Examination Manager is to ensure that policies and procedures are up to date at all times.

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*
- *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- *evidence of need and evidence to support normal way of working not collated*

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

Exam time
- *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

- The exams officers and SEN admin to work with SLT to identify students where applications may be required. The employment of outside professionals may be required.

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

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 Manager will liaise with the second in department and SLT link to ensure all necessary deadlines are met. Where this is not possible, the Examinations Manager will take advice from the exam boards and act upon advice received.

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 to mitigate the impact of the disruption

- The Examination Manager will review the invigilator staffing at the start of the year to ensure sufficient staff are recruited and trained.
- All invigilators are asked to be on standby during exam periods and will advise if they are unavailable.
- Admin for cover is aware that agency staff may be called upon.

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 unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- The exam office and admin for cover will organise and book rooms allowing sufficient time to identify problems.
- Alternative rooms to be made available at short notice.
- The Examination Manager will ensure that the security of an examination is not compromised while alternative accommodation is sourced.

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 to mitigate the impact of the disruption

- In the event of an issue this would be dealt with by the IT support team in the first instance , where failure is likely to impact on an exam steps would be taken to resolve the problem as soon as possible.
- If needed the Examinations Manager, in consultation with the SLT, will arrange with another venue to make entries to the Awarding Bodies. Results may also be accessed directly from the Awarding Bodies. At all times during the system failure the Examinations Officer will liaise with the Awarding Bodies to minimise disruption and costs incurred

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- SLT to manage all incidents with priority given to exam students.

8. 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 to mitigate the impact of the disruption
• The Examinations Manager will contact the Awarding Bodies for advice and discuss alternative arrangements and will liaise with the SLT to take appropriate action.

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 to mitigate the impact of the disruption
• The Examinations Manager will contact the Awarding Bodies for advice and discuss alternative arrangements and will liaise with the SLT to take appropriate action.

10. 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)

Criteria for implementation of the plan
Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption
• The Examinations Officer will contact the Awarding Bodies to notify them of any difficulties and put in place suitable alternative arrangements. In the meantime examination scripts will be kept in secure storage •

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan
Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions to mitigate the impact of the disruption
• The Examination Manager will contact the Awarding Bodies to notify them of any incidents and act upon advice given.

12. 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 to mitigate the impact of the disruption
• The Examination Manager will contact the Awarding Bodies to notify them of any incidents and act upon advice given, Examination scripts will be kept under secure exam conditions throughout.

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption
• The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given

14. Centre unable to distribute results as normal including in the event of The Coleshill School being unavailable on results day owing to an unforeseen emergency

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 to mitigate the impact of the disruption
• The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given.   • If permission is granted from the Awarding Bodies the centre will make arrangemetns to access and or distribute results from an alternative site.

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

1. Contingency planning

You should prepare for possible disruption to exams and other assessments as part of your emergency planning and make sure your staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance…

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

3. Steps you should take

3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

3.2 In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's **'Centre emergency evacuation procedure'**.
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

4. Steps the awarding organisation should take

4.1 Exam planning

Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.

Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).

4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

4.3 After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

4.4 Cyber Attack

Criteria for implementation of the plan

Where a cyber-attack may compromise any aspect of delivery

Centre actions:

- Promptly reporting any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment
- Where candidates produce work electronically, ensuring their work is backed-up regularly and stored securely on the centre's IT system / Ensuring protection of the candidates' work from corruption and considering the risks and implications of any cyber-attack
- Following and regularly reviewing National Cyber Security Centre advice for support in cyber security preparedness and mitigation work / Using the NCSC's free Web Check and Mail Check services to help protect from cyber-attacks.

5. If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:
- JCQ's guidance on special considerations
- FAB's guidance on special considerations

6. Wider communications

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

7. Widespread national disruption

In the event of widespread sustained national disruption, the government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

[Ofqual guidance extract taken directly from the *Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*, (updated 23 January 2018) https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted]

JCQ

15.1 The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

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

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 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.

15.4 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.

15.5 The awarding bodies have designated Wednesday 24 June 2020 as a 'contingency day' for examinations. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - https://www.gov.uk/government/publications/examsystem-contingency-plan-england-wales-and-northern-ireland

The designation of a 'contingency day' within the common examination timetable is in the event of national or local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the highly unlikely event that there is national disruption to a day of examinations in summer 2020, the awarding bodies will liaise with the qualification regulators and the DfE to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day on 24 June 2020. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

[JCQ guidance taken directly from JCQ *Instructions for Conducting Examinations 2019-2020* http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations, section 15, **Contingency planning**]

General Regulations for Approved Centres http://www.jcq.org.uk/exams-office/general-regulations

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

A guide to the special consideration process http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

Emergency planning and response: Severe weather; Exam disruption
https://www.gov.uk/guidance/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

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service

Statutory guidance on school closures https://www.gov.uk/government/publications/school-organisation-maintained-schools

Wales

School closures – examinations https://gov.wales/school-closures-examinations

Northern Ireland

Exceptional closure days https://www.education-ni.gov.uk/articles/exceptional-closure-days

Checklist for Principals when considering Opening or Closure of School https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

School closures https://www.nidirect.gov.uk/articles/school-closures

The Coleshill School

AI Malpractice Policy
2024/25

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Simmons & M Linder	
Date of next review	Oct 2025

Key staff involved in awarding and allocating word processors for exams

Role	Name
SENCo	**Samantha Foster**
Exams officer	**M Linder**
SLT member(s)	**J Simmons**
IT manager	**Neil Bridson**

Aims: The aim of this policy is to provide guidance and support to all stakeholders, with regard to the use of generative Artificial Intelligence (AI) in school; whilst ensuring that we protect the integrity of assessments, in line with the guidance from the JCQ.

Intentions/Guiding principles
• At Coleshill School we are keen to embrace the opportunities that Artificial Intelligence (AI) affords our learners, and we are aware of the need to educate students and prepare them for the workplace, where AI will potentially play a key role.

• We encourage the use of AI to expand classroom instruction, facilitate personalised learning, develop student curiosity, critical thinking and personalised learning.

• We also encourage the use of AI to reduce teacher workload and provide feedback and personalised assessment of student work.

• AI will not replace direct instruction of teacher interaction.

• Teachers will guide and monitor student use of AI, to ensure that it aligns with the School's Curriculum objectives and learning outcomes.

• We will take a proactive stance about AI-related safeguarding risks

• We will ensure that any use of AI in Non-Examination Assessment (NEA) materials is compliant with the guidance set out by the JCQ: https://www.jcq.org.uk/wp-content/uploads/2024/02/AI-Usein-Assessments_Feb24_v3.pdf

• We continue to ensure that examinations are secure from the use of AI, as set out in our Examinations Malpractice Policy

Misuse of Artificial Intelligence in NEAs
Students must make sure that work submitted for assessment is demonstrably their own. If sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and the student must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore they will not be rewarded.

If teachers have doubts that the authenticity of student work submitted for assessment, and if the use of AI has not been properly acknowledged, they must investigate and take appropriate action
.
Monitoring of AI use
In order to reduce the risk of plagiarism and inappropriate use of AI the class teacher will:

• Explain the importance to all students of submitting their own independent work for assessments.
• Ensure that students are clear about how to reference the use of technology and websites appropriately.
• Ensure they are familiar with AI tools, their risks and the available AI detection tools.
• Ensure that if necessary, they know how to disable access to AI/internet if they need to.
• Reinforce to students the importance of their declaration when they confirm that the work they submit is their own and the consequences of a false declaration
• Set reasonable deadlines for the submission of work and provide reminders.
• Where appropriate, ensure that a sufficient proportion of the work is completed under direct supervision to allow the teacher to authenticate the student's work with confidence.

• Examine intermediate stages in the production of work to ensure that there is a natural continuation of earlier stages
• Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material.
• It may occasionally be necessary to engage the student in a short verbal discussion about their work to ascertain that they understand it and it reflects their own independent work.
• Not accept, without further investigation, any work that they suspect may have been generated without proper acknowledgement

Identifying misuse:
Teachers and leaders will use a wide range of approaches to review work.

These include comparing the assessment material with work previously created by the student. Further examples of what to look for can be found on page 10 of the aforementioned JCQ guidance.

If the teacher suspects malpractice, then the piece of work in question must be submitted to the Exams

Officer and they will enlist the use of Automated Detection software to check and verify these concerns.

Use of AI in Exams

We will not use AI in any exam without prior written approval from the JCQ. All AI-based assistance and software will be subject to the regulations laid out by the JCQ.
AI-based assistance or software may only be used if it is authorised by the JCQ and is used in accordance with the regulations.

Reporting of Non-Compliance

Any staff member who identifies any AI-based activities or software that is or may be in violation of the JCQ regulations must report the activity or software immediately to the Exams Officer.

Any students who are found to be in violation of the AI policy will be subject to disciplinary action as per the Coleshill School Malpractice Policy.

If AI misuse is identified the consequences may include, but are not limited to:
• Invalidation of the NEA in question
• A failing grade for the NEA or the entire course
Conclusion

At Coleshill School we are keen to embrace the opportunities new technology provides, but this must not come at the expense of upholding the integrity and fairness of assessments.

The Coleshill School

Candidate Absence Policy
2024/25

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Simmons & M Linder	
Date of next review	Oct 2025

This policy is reviewed and updated annually to ensure that candidate absence from examinations at The Coleshill School (TCS) is managed in accordance with current requirements and regulations.

References in this policy to ICE and SC refer to the JCQ publications Instructions for conducting examinations and A guide to the special consideration process.

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at TCS.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point TCS reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See Candidate Late Arrival Policy)

1

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

1. Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if:

● The candidate is not present on completion of the attendance register once candidates are seated and have started the examination (ICE 22.5). Once a candidate is identified as absent from an examination, the following action will be taken:

● The candidate will be contacted immediately as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival

If a candidate fails to sit an examination, the following action is taken:

● A confirmed candidate absence is clearly recorded on the attendance register which is sent to the examiner/marker

● The candidate absence is noted on the seating plan by crossing through the candidate details

2. Roles and Responsibilities

Overview

It is the responsibility of the following member(s) of staff to deal with candidate absence once it has been identified:

● Exams Officer, SLT and designated administration staff

It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:

● SLT

The role of invigilators

Invigilators will:

● Be informed of the process for dealing with absent candidates through training

● Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

The role of candidates

Candidates will be:

● Re-charged any relevant entry fees for unauthorised absence from examinations

3. Special consideration

At TCS if a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's terminal grade by the awarding body, providing the following conditions are met:

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● The examination is in the candidate's terminal exam series (SC 4.1)

● The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.3)

● The application for special consideration can be supported by appropriate evidence signed by a member of the senior leadership team (SC 6)

It is the responsibility of the following member(s) of staff to deal with special consideration requests and applications:

● Exams Manager and SLT Link

d) Candidate Late Policy

The Coleshill School

Candidate Absence Policy
2024/25

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Simmons & M Linder	
Date of next review	Oct 2025

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at The Coleshill School (TCS)

A candidate will be considered late if they arrive: after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination

• A candidate will be considered very late if they arrive: more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)

• This policy confirms that TCS reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms: the correct procedures are followed when dealing with a candidate who arrives late to an examination appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

1. Candidates who arrive late

The following procedures are applied at TCS in relation to candidates who arrive late to examinations:

A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)

• A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)

• A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e. a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination will be permitted by the centre to sit the examination

• Unless the reason for being late is for a genuine, unavoidable reason, candidates will not be allowed to complete the exam.

• Unless the reason for being late is for a genuine, unavoidable reason, candidates will not be allowed to complete the exam.

• Unless the reason for being late is for a genuine, unavoidable reason, candidates will not be allowed to complete the exam.

• A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)

• A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier. (ICE 21.5)

The awarding body will be informed of the situation and will decide whether to accept the script (ICE 21.6)

• In all cases the centre will submit declarations for the very late arrival of candidates for examinations, in accordance with the current JCQ document Instructions for conducting examinations (GR 5.9)

• Other centre specific procedures:

As soon as a candidate is seen to be absent from the attendance register, TCS will contact the candidate/candidates parent/carer to ascertain a reason for the absence. If necessary the school will require medical evidence should the candidate not be able to attend the exam.

Every candidate is made aware, via assemblies and the examination handbook, of the procedure - they must advise the school if they are going to arrive late, ready for the school to put actions in place ready.

Any very late arrivals will be reported to the examination boards in accordance with JCQ's regulations.

Candidates are advised that should they arrive late, they will complete the exam and a late arrival form will be completed and submitted to the awarding body. Candidates are warned that the awarding body may not accept their script.

2. Roles and responsibilities

The role of the exams office/officer

Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training

• Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late

• Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)

Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)

• Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:

- o the time the candidate came under centre staff supervision
- o the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
- o the actual starting and finishing times of the examination
- o the time the candidate started the examination
- o the time the candidate finished the examination any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the examination (ICE 21.4)

The role of invigilators

Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates

• Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late

• Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

e) Candidate leaving exam room policy

The Coleshill School

Leaving the Exam Rom Policy
2024/25

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Simmons & M Linder	
Date of next review	Oct 2025

Purpose of the policy

The purpose of this policy is to confirm that candidates leaving the examination room at The Coleshill School (TCS) is managed in line with JCQ regulations.

This policy confirms:

• the correct procedures are followed in relation to candidates leaving the examination room

TCS reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

1. Arrangements for leaving the examination room

For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination. (ICE 23.1)

• For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (ICE 23.2)

• Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.3)

• Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room. (ICE 23.4)

• At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room. (ICE 23.5)

• The following arrangements are applied at TCS:

Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence. (ICE 23.3)

• the conditions where/if extra time may be allowed to compensate for a candidate's temporary absence from the examination room would be for a timed rest break.

2. Roles and responsibilities

The role of the exams office/officer

Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded

The role of the invigilator

- o Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3)

- o Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)

- o Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.4)

• At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.5)

f)   Emergency Evacuation Procedure

The Coleshill School

Emergency Evacuation Procedure
2024/25

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Simmons & M Linder	
Date of next review	Oct 2025

Purpose of the policy

This policy details how The Coleshill School (TCS) 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.

As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so, particularly where the centre is concerned about the security of the examination(s). (ICE 25.6)

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. (ICE 25.6)

Emergency evacuation of an exam room

Roles and responsibilities

<u>Head of centre</u>

• ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation;

• ensures any instructions from relevant local or national agencies are referenced and followed where applicable;

• ensures any breach of question paper security or malpractice is reported to the awarding body immediately (ICE 25.5);

<u>Senior leader</u>

• 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.

<u>Special educational needs coordinator (SENCO)</u>

• ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate;

• ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation.

<u>Exams officer</u>

• ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded;

• ensures candidates are briefed through candidate rules and assembly, prior to exams taking place, on what will happen in the event of an emergency in the exam room;

• provides invigilators with a copy of the emergency evacuation 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;

• ensures a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4);

• ensures an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7).

Invigilators

• by attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room;

• follow the actions required in the emergency evacuation procedure issued to them for every exam room;

• confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating;

• record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below).

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 should be recorded. Details must include:

  o the actual time of the start of the interruption;
  o the actions taken;
  o the actual time the exam(s) resumed;
  o the actual finishing time(s) of the resumed exam(s).

• Further details could include:

  o report on candidate behaviour throughout the interruption/evacuation;
  o a judgement on the impact on candidates after the interruption/evacuation.

Emergency Evacuation Procedure during public examinations

A copy of this document must be available in every examination room.

Before the examination season:

Examinations Officer will ensure that invigilators are familiar with the emergency procedures contained in this document.

Before each examination:

Students will be told to follow the instructions of the invigilator in case of emergency.

The invigilator must take the following action in an emergency such as a fire alarm: Actions to be taken (as detailed in current JCQ Instructions for conducting examinations section 25.3, Emergencies)

• Tell the candidates to stop writing and leave the question papers and scripts on their desks. Note the time.

• The invigilator should collect the exam register and evacuate the candidates by following the emergency exit signs.

• Evacuate the room in an orderly fashion – row by row. Candidates should leave the room in silence.

The candidates must not attempt to collect bags or coats.

• Assemble the candidates in:

Tennis Courts

• When assembled check the candidates against the exams register.

• The examination candidates must not have contact with other pupils and must not have mobile phones in their possession.

• Ensure that the candidates are supervised as closely as possible while they are out of the examination room.

• Ensure there is no discussion about the examination. Inform the candidates that they are still under examination regulations.

• At the end of the emergency the Examinations Officer or a senior member of staff will inform you when to return to the examination room.

• On return to the examination room make a note of the time of the interruption and how long it lasted.

• When settled in the examination room allow the candidates the full working time set for the examination.

• Make a full written report of the incident and of the action taken to the EXAMINATIONS OFFICER who will send it to the relevant awarding body.

Additional centre-specific actions to be taken

Upstairs Gym: Leave via the Fire Exits and walk to the assembly point – the Tennis Court

Wilson: Leave via the Fire Exit and walk to the assembly point –The Tennis Court

Other examination rooms: Leave via the nearest Fire Exit and walk to the assembly point – The Tennis Court

• The Exams Officer will oversee the assembly point

• The lead invigilator from the hall will be responsible for taking a copy of the attendance lists to the assembly point

• The invigilators/staff runners in other examination rooms will be responsible for escorting these candidates to the assembly point, maintaining silence at all times.

• Candidates must line up at the assembly point – the tennis courts away from the main body of the school population. A register will be taken from the attendance lists to establish that all candidates are present.

• When it is safe to return to the building, the candidates will be led back to their examination room and as soon as all candidates are seated and settled the examination will be resumed. The candidates will be entitled to the full time for the examination.

• The candidates must remain under examination conditions during emergency evacuation procedures and must not attempt to contact another candidate or any other member of the school community.

• The Exams Officer will contact the Examination Board in accordance with JCQ regulations.

• If a candidate is present who may need assistance in the event of an emergency evacuation, a named invigilator will be asked to take responsibility for escorting/aiding this candidate to the assembly point.

Upon returning to the room:

• Allow the candidates a small amount of time to settle, while reminding them they are still under exam conditions.

• Instruct the candidates they will resume from where they left off and the finish time will be adjusted accordingly.

• Adjust the finish time accordingly

• Record as much information as possible so a report can be made to the exam board.

Should the exam be abandoned:

• The exam contingency plan will be invoked, and you will be briefed by the Exams Officer at the time.

g) Lockdown Policy

The Coleshill School

Lockdown Policy
2024/25

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
J Simmons & M Linder	
Date of next review	Oct 2025

1. Purpose of the policy

This policy details the measures taken at The Coleshill School (TCS) in the event of a centre lockdown during the conducting of examinations.

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 flume 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 students

TCS 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:

- o The welfare and safety of exam students and centre staff engaged in the conducting of examinations
- o Maintaining the integrity and security of the examinations/assessments process
- o How to achieve an effective lockdown
- o How to let people know what's happening
- o Training staff engaged/involved in the conducting of examinations

 STAY SAFE principles (Run, Hide, Tell)

2. Roles and responsibilities

Head of centre

- o To ensure that a dedicated lockdown warning is in place and recognised by all staff and students
- o 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
- o To arrange appropriate training for all exams-related staff in lockdown procedures
- o To ensure that students are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due to it being locked down
- o To ensure that all students and staff are aware of an exit point in case an intruder manages to gain access, or the room becomes unsafe
- o To provide written lockdown procedures for exam room/invigilator use
- o To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and students

Senior leadership team (SLT)

- o To have accountability for all exams staff and students taking examinations during a lockdown
- o To run training/drills for examination students on lockdown procedures
- o To inform parents/carers about the centre's lockdown policy in relation to the conducting of examinations

- o To have a presence around exam room areas prior to the start of each exam session

- o To liaise with the appropriate authorities and awarding bodies regarding students taking examinations during a lockdown

- o To use the exam room attendance registers to compile a list of all students not accounted for

Exams officer

- o To assist in the training of invigilators in the centre's lockdown procedure
- o Where safe/possible, liaise with SLT/invigilators in all exam rooms during a lockdown
- o To assist with lockdown training for staff and students where applicable to the conducting of examinations

Invigilators

- o To be aware of the centre's lockdown procedure
- o To complete attendance registers as soon as possible so students can be identified in the event of a lockdown

- o Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room

3. Lockdown procedure

Before an examination

If a lockdown is required as students are entering/waiting to enter the exam room, the following

procedure will be employed:

- o A member of SLT will be present around exam room areas
- o Students will be instructed to enter the exam room immediately
- o Students will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door

- o Where safe/possible, the SLT member will communicate (via phone/walkie talkie) the situation to the exams officer (ensuring that all 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:

- o Lock all windows and close all curtains/blinds
- o Switch off all lights
- o Lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- o Take an attendance register/head count if possible (if the threat is a chemical or toxic release) instruct students 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 students' are in the exam room, the following procedure will be employed:

Invigilators will:

o Tell students to stop writing immediately and turn their papers over

o Collect the attendance register

o Make a note of the time when the examination was suspended

o Instruct students to remain silent, leave all examination materials on their desks and hide under exam desk

o 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)

o Lock all windows and close all curtains/blinds

o Switch of all lights

o 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 students to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around the 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

- o The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency service
- o If appropriate, where safe/possible, and following centre policy, the exams (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure

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 students are leaving the exam room, the following procedure will be employed:

Invigilators will:

o Stop dismissing students from the exam room

o Instruct students who have left the room to re-enter the exam room

o Instruct students to remain silent and hide under examination tables or sit against a wall/around a corner but not near the door

o Where safe/possible, communicate (via phone/walkie talkie) the situation to the exams officer (ensuring all phones/walkie talkies are on 'silent' mode)

o Lock all windows and close all curtains/blinds

o Switch off all lights

o 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 students 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

- o Ending a lockdown

The lockdown will be ended by either:

o The sound of a defined alarm or

o The identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room

- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine

Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT

- Where applicable and advised to do so by SLT/head of centre, and following JCQ guidelines, if there is sufficient time remaining, students may restart their examination

Invigilators will then:

o Ask students to return to their desks, remind them they are under exam conditions and allow a settling down period

o Recalculate the revised finish time(s) to allow for the full exam time

o Tell the students to turn their papers over and re-start their exam

o Amend the revised finish time(s) on display to students

o Note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)

The exams officer will:

o Provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)

o Safely/securely store all collected exam papers and materials pending awarding body advice/guidance

Where applicable/possible/available, SLT/exams officer will:

o Negotiate any alternative exam sittings with the awarding bodies

o Offer, arrange and provide support services to staff and students

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 students will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support

o If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website.