

Hope, Kindness, Courage, Integrity, Trust, Respect and Responsibility.

EXAMS POLICY

Policy Date: November 2009 Last updated: April 2019

Review due: April 2021

Portfolio Group: Standards – Alison Homa

Where it came from:
Exams Officer (B Waghorn)
Deputy Headteacher (P Roberts)

Statement of Intent

The purpose of this policy is:

To ensure the operation of an efficient examination system, both public and internal, at The Ilfracombe Academy

All school policies reflect the school values of:

Hope

Kindness

Courage

Integrity

Trust

Respect

Responsibility

It is the responsibility of everyone involved in the Centre's examination processes to read, understand and implement this policy.

This examination policy will be reviewed every year.

This examination policy will be reviewed by the Senior Leadership Team, Examinations Officer and the Governors.

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1. Roles and responsibilities

Head Teacher

- The Headteacher is the designated 'Head of Centre' and is ultimately responsible for ensuring all regulations and procedures associated with public examinations as required by the Joint Council for Qualifications (JCQ) are adhered to
- The Headteacher is responsible for reporting all suspicions or actual incidents of malpractice. (Refer to the JCQ document *Suspected Malpractice in Examination and Assessments*)
- Final decision making responsibility regarding appeals and re-marks following the publication of public examination results lies with the Headteacher
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments
- Responds to the National Centre Number Register annual update. (Administered on behalf of the JCQ member awarding bodies by OCR ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/) To be completed at the end of October each year, the head of centre will confirm they are aware of and adhering to the latest version of the JCQ regulations, and signs and returns the head of centre's declaration, which is then kept on file for inspection purposes. (see also section 2: Head of centre declaration)
- Ensures the examination officer receives appropriate support from relevant centre staff and enables the examination officer to attend appropriate training and other events in order to facilitate the effective delivery of exams and assessments within the centre

Examinations Officer

- To understand the contents of annually updated JCQ publications including:
 - General regulations for approved centres
 - Instructions for conducting examinations
 - Suspected Malpractice in Examinations and Assessments
 - Post-results services (PRS)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Manages all aspects of public and internal examinations and provides public examination results information to SLT and to the data team for analysis as requested by SLT
- Advises the Senior Leadership Team, Subject Leaders, Teaching staff, Tutors and other relevant support staff on annual examination timetables and entry procedures as set by the various awarding bodies
- Disseminates to SLT, subject leaders and other staff as necessary information/communications from awarding bodies as it affects subjects, specifications and services
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning deadlines and events
- Provides students and parents, via the school website and through printed media, with all timetable and other administrative information, advice and guidance associated with internal and external exams
- Consults with teaching staff to ensure that necessary coursework and controlled assignments are completed on time and in accordance with JCQ guidelines

- Provides and confirms detailed data on estimated entries including the collection of them
- Receives, checks and stores securely all examination papers and completed scripts
- Administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examination*
- Identifies and manages examination timetable clashes
- Accounts for income and expenditures relating to all examination costs/charges
- Assists in the recruitment and organises the training and monitoring of the team of examination invigilators responsible for the conduct of examinations
- Liaises with the designated assessment administrator in the provision of results analysis beyond normal headline key performance indicators
- Submits candidates' non-examination assessment marks, tracks dispatch and stores returned non-examination assessment and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their examination
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials

Deputy Headteacher Outcomes

- Line Manager to the Examinations Officer
- Overall responsibility for devising Examinations Policy

Assistant Headteacher Curriculum

- Organisation of the curriculum and timetable
- External validation of courses followed at key stage 4 and post-16

Senior Leaders (SLT)

- Are familiar with the contents, refer to and direct relevant staff to annually updated JCQ publications

Subject Leaders

- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries
- Involvement in post-results procedures
- Accurate completion of non-examination assessment mark sheets and declaration sheets
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer
- Subject Leader to inform/nominate students to SENCO Administrator who require access arrangements
- Ensure students are aware of which course/examination they have been entered for

Subject Leader - Careers

- Guidance and careers information

Teachers

- Teachers nominate students for access arrangements to Subject Leader and AA Coordinator
- Submission of candidate names to Subject Leaders of department/faculty
- Communicate to students their level or entry
- To ensure students are aware of examination board requirements and expectations of examination conduct

SENCO Administrator in lesson with AA Coordinator

- Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publication Access Arrangements and Reasonable Adjustments
- Notification of access arrangements (as soon as possible after the start of the course)
- Administration of access arrangements
- Identification and testing of candidates' requirements for access arrangements
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims

Chief Invigilator

- To lead the team of invigilators in the efficient running of examinations in accordance with JCQ's Regulations.
- To oversee the collection of all examination papers and other materials from the examinations office before the start of the examination.
- To organise the collection of all examination papers in the correct order, at the end of the examination and their return to the examinations office.
- To manage candidates' assembly in the examination room in an orderly manner ensuring candidates are seated properly and to fully brief candidates to ensure they are made fully aware of exam conditions before the exam commences, including all JCQ warnings.

Invigilators

- Collection of examination papers and other material from the examinations office before the start of the examination
- Invigilate and efficiently run the examinations in accordance with JCQ's Regulations
- Collection of all examination papers in the correct order at the end of the examination and their return to the examinations office
- Attend annual update/training on regulations and amendments
- Attend potential review sessions on the previous exam series

Tutor

- To provide pastoral guidance covering the following areas:
 - Dates for examinations
 - Entries (issuing of statements of entry)
 - Checking entry with students

Reception staff

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

Site staff

- Support the Examination Officer in relevant matters relating to exam rooms and resources

Candidates

- Tutors to confirm entries with tutees
- Understanding non-examination assessment regulations and signing a declaration that authenticates the coursework as their own
- To maintain appropriate behaviour and conduct during the examinations

2. Head of centre declaration

The signed copy of the 2018/19 declaration, in response to the completion of the NCNR annual update, is located in the Examination Officer's office in the blue JCQ folder.

3. Statutory tests and qualifications

3.1 Qualifications offered

The qualifications offered at this Centre are decided by the Head of Centre, Assistant Head Teacher for Curriculum, Subject Leaders, Head of Sixth Form and the Senior Leadership Team.

The qualifications offered are GCSE, A-levels, BTECs, Cambridge Nationals and Cambridge Technical and other Vocational qualifications.

The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus supplement for that year. If there has been a change of specification space from the previous year, the examinations office must be informed by July of academic year or prior to commencing the course.

3.2 At key stage 3 and 4

The Ilfracombe Academy recognises the value that accredited qualifications can have for **all** students not only as a mark of achievement but as an important milestone on the longer 14 -19 progression pathway. We will aim wherever possible to offer courses in KS4 that lead to accredited qualifications from a recognized awarding body, which are available at **all** levels i.e. entry level, level 1, level 2 and level 3 which promote progression. This principle will be applied to both mainstream and bespoke, tailored provision.

3.3 At Post-16

All Level 3 programmes are planned to be completed over the course of two years. Students studying reformed linear A-level specifications will not routinely be entered for AS examination

after one year of study. Exceptions to this position will be considered for students on level 3 programmes who indicate in advance an intention to leave post 16 study after one year or for whom there are concerns regarding their progress. All level 2 programmes are completed in one year.

4. Examination seasons and timetables

4.1 Examination seasons

Internal examinations are scheduled in the autumn, spring and summer terms, the precise dates of which will be published in advance on the school calendar and on the school website.

Most public written examinations take place in the summer term. Some vocational exams have a January season, others such as BTEC can be taken on demand. Re-sits in GCSE English and in GCSE maths take place in November of each year as well as the summer.

4.2 Timetables

The Examinations Officer will distribute to staff and students copies of the examination timetables along with information on the operational arrangements for both external and internal examinations once these are confirmed and ensure this information is also available on the school website. All candidates receive a second copy of their timetable which shows their seating arrangements.

5. Entries, entry details, late entries and retakes

5.1 Entries

All students following courses leading to accredited qualifications will, as a matter of default be entered for them. Where a subject leader recommends it, a student may subsequently be withdrawn prior to an examination but at the discretion of the HOY/ Senior Leadership team only.

For any given subject, the tier of entry or any specific assessment component for which there is a degree of choice will be determined by the Subject Leader.

The school will consider any request from a parent/carer for a change to the exam tier of entry or withdrawal from an examination including complete withdrawal from a subject as part of a strategy to maximise achievement for that student. However, no requests for withdrawal from an exam or subject will normally be contemplated before the mid-way point of the spring term. Final decisions on such matters rest with the senior leadership team.

The Centre will consider accepting entries from external candidates on an individual basis. A fee will be charged to cover any additional costs associated with hosting examinations sat by an external candidate.

5.2 Late entries

Entry deadlines are circulated to Subject Leaders via email.

Late entries are authorised by the Deputy Head Teacher for outcomes.

5.3 Retakes

The Ilfracombe Academy will not fund retakes unless there are mitigating circumstances. E.g. the absence of teacher or student.

All A-Level students and those following Level 3 vocational courses with an externally assessed component who wish to retake examinations to improve a grade, will be funded from the Sixth form budget. Sixth form students resitting GCSE English or GCSE maths will not be charged the entry fee.

In exceptional circumstances, retakes may be recommended to SLT and funded, in most cases from department capitation.

Retake decisions will be made in consultation with candidates and the Subject Leaders.

(See also section 6: Examination fees)

5.4 External candidates/private entries

The school will consider all reasonable requests from external candidates to make and host a private exam entry but retains the right to decline such requests on grounds of safeguarding or if it is felt the presence of external candidates could have an adverse effect on the performance of internal candidates. We are unable to accept external candidates requiring access arrangements due to evidence and processing JCQ requirements.

6. Examination fees

6.1 Internal candidate fees

Public exam registration or entry fees **for all first entries** associated with timetabled study programs will be met by the school. The fees for re-sit exams for KS4 students on vocational courses will also be met by the school.

Post 16 students on **two year linear A level courses** will not normally enter the AS examination in that subject after 1 year and no planned preparation for AS level entry will be made by the teacher. However, the school will permit an AS entry after one year of study and meet the exam entry fee in the following circumstances:

- Where a department, on grounds of concern about progress, recommends a student should enter the linear AS exam at the end of year 12 *and this recommendation is endorsed by SLT*
- For any year 12 student studying **four** A level subjects for which discontinuation of one of these subjects at the end of year 12 is anticipated. (A year 12 student in this position may request entry to the AS exam in **more** than one linear AS subject but the school will meet the cost of an entry in one subject only)

Post 16 students with erratic or unsatisfactory attendance may be asked to pay the entry fee **in advance** with full re-imbursement following the release of results if they gain a pass grade in the relevant qualification. Final decision lies with the senior leadership team and will follow any recommendation to impose such a requirement by the Head of Sixth Form.

Registration fees levied in the autumn for students following vocational courses are paid for by the Centre as are any externally assessed tests associated with the course.

Late entry or amendment fees are paid by the departments.

Candidates or departments will not be charged for 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 required from candidates who fail to sit an examination or deliberately fail to 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, at the start of the course.

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 12.2: Enquiries about results [EARs])

6.2 External candidate fees

External candidates will be charged the following fees (as of 1st Sept 2018)

- Administration fee - £25
- Exam entry fee – relevant to exam(s)
- Invigilation fee - £12 per hour (if the exam falls outside one of the centres internal exams)
- iGCSE postage fee - £2 per exam paper

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

7.1 DDA

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

7.2 Special needs

A candidate's special needs requirements are determined by the SENCO Administrator.

The SENCO Administrator will inform Subject Teachers and Subject Leaders of candidates with special educational needs who are embarking on a course leading to an examination. The SENCO Administrator can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

7.3 Access arrangements

Making special arrangements for candidates to take examinations is the responsibility of the SENCO Administrator and the Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of SENCO Administrator.

Rooming for access arrangement candidates will be arranged by the Examinations Officer

Arranging for modified or enlarged papers will be arranged by the Examinations Officer

Invigilation and support for access arrangement candidates will be organised by the SENCO with the **AA Coordinator** and Examinations Officer.

7.4 Disability access

The Ilfracombe Academy is suitable for wheelchair users or those with limited mobility. All rooms in the school building have step free access

Our Accessibility Policy can be found on our website www.theilfracombeacademy.org.uk

8. Forecast grades and estimated entries

8.1 Forecast grades

The practice by which awarding bodies require the submission of forecast grades in support of all exam entries has ceased. In circumstances where forecast grades are requested, these will be sought from departments/teachers as required and submitted by the Exams Officer.

8.2 Estimated entries

The Examinations Officer will submit estimated entries based on previous entries to the various boards. The Examinations Officer must be alerted to new courses so that the boards can be prepared for entries in a new subject.

9. Managing invigilators and examination days

9.1 Managing invigilators

External invigilators will be used for the supervision of public exams and designated mock exams in years 11, 12 and 13. They will be guided by the Chief Invigilator under the overall direction of the Examinations Officer.

Periodically, the Examinations Officer will advise the **Deputy Headteacher for Outcomes** on the need to recruit invigilators and will assist in the selection and appointment process.

Securing the necessary Disclosure Barring Service (DBR) clearance for new invigilators is the responsibility of the Centre administration.

DBS fees for securing such clearance are paid by the Centre.

Invigilators are deployed, timetabled and briefed by the Examinations Officer.

Invigilators' rates of pay are set by the Centre administration.

9.2 Examination days

The Examinations Officer will book all examination rooms after liaison with other users including the academy site manager and make the question papers, other examination stationery and materials available for the chief invigilator and his/her team.

Site management is responsible for setting up in advance to a specification provided by the Exams Officer.

All public examinations will be conducted in accordance with JCQ guidelines. Responsibility for the starting and ending of public exams lies with the examinations officer. However, subject to the prior approval of the Head of Centre, this function may be delegated to the Chief Invigilator.

Senior members of centre staff may be approved by the Head of Centre to be present at the start of the examination. When entering an examination room they must identify themselves and their purpose for being there to the Senior Invigilator and/or the Examination Officer. Where specifically approved by the Head of Centre and agreed with the Examination Officer, senior members of centre staff may enter the examination hall to check that candidates have been issued with the correct question paper (particularly where optional or tiered papers are involved). They may also check that candidates have the appropriate material for the examination. At no time may they look at the paper unless the Chief Invigilator and Examinations Officer consider there may be a mistake on the paper and require clarification.

In practical public examinations, e.g. Art, which require the presence of subject teachers in case of any technical difficulties, an invigilator, will be present.

Examination papers must not be read by Subject Teachers or removed from the examination room before the end of a session. Surplus papers will be distributed to Subject Leaders at the beginning of the following day.

9.3 Verifying the identification of candidates in exam rooms

Senior members of centre staff approved by the Head of Centre will confirm identification of internal candidates as they enter the exam room.

In cases where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes. Centres must inform candidates in advance of this procedure and well before their first examination. Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination.

Private candidates will meet prior to the exam day with the Examination Officer. They will provide photographic identification which will be photocopied and stored securely on file. The Examination Officer will then confirm the candidate's identity on the exam day. We will also recommend that they bring identification to each exam.

9.4 Emergency evacuation procedures during examinations

The Invigilators will follow the instruction in the Emergency Evacuation Procedure document, created in line with the regulations in the JCQ “ICE” booklet.

Candidates will be told of the procedures in an assembly prior to their examinations

The candidates will be lead out of the Sports Hall or other examination rooms by the invigilators and will meet in silence at the designated area. A report will be sent to the Awarding bodies within a week.

9.5 Exam contingency plan

In accordance with JCQ regulations, an exam contingency plan has been written to provide advice and guidance in the event of unforeseen circumstances that could lead or have led to disruption of exams or the day to day operational arrangements associated with exams. See Appendix A.

10. Candidates, clash candidates and special consideration

10.1 Candidates

The Centre’s published rules on acceptable dress, behaviour and candidates’ use of mobile phones and all electronic devices apply at all times.

Candidates’ personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with the Academy’s Behaviour Policy and JCQ guidelines.

Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of staff must accompany them.

The Examinations Officer, Head of Year or Pastoral Coordinator will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

10.2 Clash candidates

The Examinations Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

10.3 Special consideration

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate’s responsibility to alert the Centre, or the examination invigilator, to that effect.

Any Special Consideration claim must be supported by appropriate evidence within five days of the examination, for example a letter from the candidate’s doctor.

The Examinations Officer will complete a Special Consideration form on-line with the relevant awarding body within seven days of the examination.

11. Coursework and appeals against internal assessments

11.1 Coursework

Candidates who have to prepare portfolios should do so by the end of the course or Centre-defined date.

Subject Leaders will ensure all coursework is ready for dispatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the examinations office by the Subject Leaders.

11.2 Appeals against internal assessments

The Centre's appeal procedure can be found within the *Non-examination Assessment Policy* (see Appendix D: Non-examination Assessment Policy)

The main points are:

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- Candidates may appeal if they feel their coursework has been assessed not in accordance with the specification for the qualification
- Appeals should be made in writing to the Examination Officer who will investigate to see whether the process used conformed to the necessary requirements
- The Internal Panel's findings will be notified in writing, copied to the Examinations Officer and recorded for awarding body inspection

12. Results, review of results (RORs) and access to scripts (ATS)

12.1 Publication of Results

Restricted results are released to schools electronically 24 hours in advance of the official publication dates to students as laid down by the JCQ and individual awarding bodies. The examinations officer will:

- Download the results data and provide the senior leadership team and any other staff as determined by the Head of centre on the same day with *initial* key headline data and analysis as available in *SIMS Examinations Manager* and in accordance with requirements determined in advance by SLT. Staff in receipt of this data will be reminded at the time by the Examinations Officer of the requirement for security and complete confidentiality prior to publication day. Disciplinary action will be considered in the case of any colleague found to have breached these requirements.
- Work with the school data team on the same day to ensure results data is transferred into the school data analysis systems. The data team and not the exams officer are

responsible for the subsequent provision of analysis and information to staff from these systems.

- Make all necessary preparations including the printing of results statements for issue to students the following day

For the main summer GCSE and A level examination results, candidates will receive individual results slips on results publication day in person at the Centre / by post to their home addresses under the direction of the Examinations Officer. These results and any associated performance analysis will be made available to teaching staff by the data analysis team. Responsibility for the distribution of examiner reports, moderator reports and other 'component' information not available via the school's internal data systems (e.g. coursework marks) lies with the exams officer. All such information will be provided by the end of the first full week of the autumn term.

For all other examination sessions in which publication day occurs during term time, students will receive individual results slips issued by their tutor/subject teacher on behalf of the Examinations Officer. The Examinations Officer will forward results electronically to all teaching staff associated with the exam on the morning of the same day.

Arrangements for the Academy to be open on results days are made by the SLT under advice from the Examinations Officer.

12.2 RORs (Review of results)

RORs 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 **ROR**, 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. (See section 6: Examination fees)

No **ROR** will be accepted unless the candidate gives written agreement that they understand any **ROR** may mean the result could go up or down.

12.3 ATS (Access to Scripts)

After the release of A-level or AS-level results, candidates may ask subject staff to request the return of papers within three days' for scrutiny of the results and a priority remark if it may affect a University application.

If a result is queried, the Examinations Officer, Teaching Staff and Head of Centre will investigate the feasibility of asking for a review of marking at the centre's expense.

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

A review of marking of a GCSE paper cannot be applied for once a script has been returned.

13. Certificates

Certificates are collected and signed for or sent via recorded post.

Certificates may be collected on behalf of a candidate by a third party, provided they have been signed for.

Certificates may be withheld from candidates who owe fees.

A transcript of results may be issued to a candidate if required. The Centre retains certificates for at least two years.

APPENDIX A



Examination Contingency Plan

Contents

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1. Key staff involved in contingency planning

Role	Name(s)
Head of centre	Sharon Marshall
Exams officer line manager (Deputy Head for outcomes)	Paul Roberts
Exams officer	Barry Waghorn
SENCo	Carmel Ball
Access Coordinator	Beki Clarke
SLT member(s)	Steve Rogers
	James Twomey
	Toby Collins
	Julie McCarthy

2. Aims

The plan examines potential risks and issues that could cause disruption to the exams process at The Ilfracombe Academy. 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.

3. Legislation and guidance

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

4. Responsibilities

3.1 Head of centre

The head of centre will ensure that a written examination contingency plan/examination policy is in place, which covers all aspects of examination administration.

3.2 Staff and invigilators

Appropriate staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

5. Monitoring arrangements

This policy will be reviewed by the Exams Officer and Deputy Head for outcomes every year well in advance of each exam series.

6. Possible causes of disruption to the examination process

6.1 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Access to examination results affecting the distribution of results to candidates • The facilitation of the post-results services
Our actions	<ul style="list-style-type: none"> • Head of Centre to appoint a suitable administration staff member to take over responsibilities should absence of Exam Officer have a potential to affect meeting deadlines • Staff member to work through the JCQ <i>Key dates in examination cycle 2018/19</i> and <i>The Exams Office Exams Calendar</i> to ensure

	<p>deadlines are met (both located in the Examination Office on the noticeboard)</p> <ul style="list-style-type: none"> • Staff member to be given access to The Exam Office website for full details on daily tasks • Exam Officer to ensure examination cycle, policies and procedures are up to date at all times
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6.2 Access Coordinator 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Access arrangement candidate support not arranged for exam rooms
Our Actions	<ul style="list-style-type: none"> • Head of Centre to appoint a suitable administration staff member to take over responsibilities should absence of Access Coordinator have a potential to affect meeting deadlines • Staff member to liaise with SENCo and Deputy Head in charge of SEN • Exam Officer to plan access arrangements for exam days in advance of the summer series, in consultation with SENCo and Deputy Head in charge of SEN • Exams Officer to ensure examination cycle, policies and procedures are up to date at all times

6.3 Head of Department/Subject Lead extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

Entries	<ul style="list-style-type: none">• 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 / Internal Assessment	<ul style="list-style-type: none">• 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 assessments marks and candidates' work not provided to meet awarding body submission deadlines
Our Actions	<ul style="list-style-type: none">• Head of Centre to ensure departmental continuity by requesting an alternative member of the department takes responsibility for the processes• Exams Officer to liaise with relevant member of staff to ensure all deadlines are met

6.4 Invigilators – Lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Key tasks not undertaken including:

Pre-exams	<ul style="list-style-type: none">• Failure to recruit and train sufficient invigilators to conduct exams
Exam time	<ul style="list-style-type: none">• Invigilator shortage on peak exam days• Invigilator absence on the day of an exam
Our Actions	<ul style="list-style-type: none">• Advance planning of invigilator requirements in Autumn term• Exam Officer to have a list of potential applicants in case of unforeseen shortages• Training/updates to happen in Autumn and Spring terms• Exam Officer to have backup invigilators if possible, in case of absence on the day of exam• Administration staff to take online invigilation training in case of invigilation absence on the day of an exam and no backup available

6.5 Exam rooms – Lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Key tasks not undertaken including:

Pre-exams	<ul style="list-style-type: none"> Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
Exam time	<ul style="list-style-type: none"> Insufficient rooms available on peak exam days Main exam venues unavailable due to an unexpected incident at exam time
Our Actions	<ul style="list-style-type: none"> Exams Officer and Deputy Head for Outcomes to continually review all stages of the process Exam Officer to ensure planning of rooms is completed by the end of the spring term to identify any potential rooming issues Alternative venues within the school to be made available by teaching staff in the event of an unexpected incident St Christopher's Hall and St Peter's Church as possible main venues available in the event the Sports Hall becomes unavailable Exams Officer to liaise with Deputy Head for Outcomes to ensure no disruptions due to room shortages

6.6 Failure of IT systems

Criteria for implementation of the plan

Key tasks not undertaken including:

Pre-exams	<ul style="list-style-type: none"> MIS system failure at final entry deadline MIS system failure during exams preparation
Exam time	<ul style="list-style-type: none"> Read & Write Gold failure during exams/assessments Word processing unavailable during exams/assessments
Results and post results	<ul style="list-style-type: none"> MIS system failure at results release time
Our Actions	<ul style="list-style-type: none"> Exams Officer to contact in-house IT department Exams Officer to contact all awarding bodies to arrange alternative methods for information exchange Support staff to be made available to read or scribe in the event of computer system unavailable during exams/assessments Head of centre to be notified

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

Criteria for implementation of the plan

Key tasks not undertaken including:

Exam time	<ul style="list-style-type: none">• 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
Our Actions	<ul style="list-style-type: none">• Exam Officer will create a full report of the situation and report this directly to the awarding bodies as soon as possible

6.8 Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

Key tasks not undertaken including:

Pre-exams	<ul style="list-style-type: none">• 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
Our Actions	<ul style="list-style-type: none">• Head of centre responsible for finding alternative methods of learning• Priority given to exam cohort• Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this• Exam Officer to advise JCQ and awarding bodies as appropriate• In extreme circumstances advise candidates they may need to sit exams in the next available series

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

Criteria for implementation of the plan

Key tasks not undertaken including:

Exam time	<ul style="list-style-type: none">• Candidates are unable to attend the examination centre to take examinations as normal
Our Actions	<ul style="list-style-type: none">• Procedures for absence outlined to students in examinations booklet information given out each year• Exam Officer to communicate with relevant awarding organisations at the outset to make them aware of the issue. Centre to communicate with parents, carer and candidates regarding solutions to the issue• Exam Officer to liaise with JCQ to sit exams at an alternative venue off-site• Exam Officer to apply for special consideration with relevant awarding bodies where necessary

6.10 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

Key tasks not undertaken including:

Exam time	<ul style="list-style-type: none">• Centre unable to open as normal for scheduled examinations
Our Actions	<ul style="list-style-type: none">• Head of centre and Exams Officer to notify JCQ and awarding bodies as soon as possible• Head of centre to approve alternative venue, in agreement with JCQ and awarding bodies

6.11 Disruption in the distribution of examination papers

Criteria for implementation of the plan

Key tasks not undertaken including:

Pre-exams	<ul style="list-style-type: none">• Disruption to the distribution of examination papers to the centre in advance of examinations
Our Actions	<ul style="list-style-type: none">• Exam Officer to communicate with relevant awarding body regarding alternative delivery of papers• Exam Officer to potentially organise the secure delivery of papers by electronic form and printing within the appropriate window as stated by JCQ regulations• Exam Officer to ensure papers are kept securely until required

6.12 Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Key tasks not undertaken including:

Exam time	<ul style="list-style-type: none">• Delay in normal collection arrangements of completed examination scripts
Our Actions	<ul style="list-style-type: none">• Exam Officer to communicate with Parcel Force in the first instance• Exam Officer to communicate with relevant awarding bodies if Parcel Force are unable to resolve the situation• Alternative arrangements made only with the awarding bodies agreement• Scripts to be stored securely until the matter is resolved

6.13 Assessment evidence is not available to be marked

Criteria for implementation of the plan

Key tasks not undertaken including:

Exam time	<ul style="list-style-type: none">• Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
Our Actions	<ul style="list-style-type: none">• Head of Centre to communicate immediately to the relevant awarding body and subsequently to students and their parents or carers• Students marks to be submitted based on appropriate evidence• In extreme circumstances students may be required to retake the assessment at the next available opportunity

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

Criteria for implementation of the plan

Key tasks not undertaken including:

Results and post results	<ul style="list-style-type: none">• Centre is unavailable to access or manage the distribution of results to candidates, or to facilitate post-results services
Our Actions	<ul style="list-style-type: none">• Exam Officer to communicate with the awarding bodies as soon as possible• Exam Officer and Deputy Head for Outcomes to assess alternative arrangements for issuing results including potential alternative venues• Exam Officer to inform staff, students and parents/carers as soon as possible of any changes to the distribution of results

7. Exam Day Contingency Plan

	Exam Item	Location	Responsibility
1.	Keys to exams office	Spare sets with Access Coordinator and Finance Manager	Business Manager & Deputy Head for Outcomes
2.	Keys to secure storage for exam papers and exam stationary	Spare sets with Access Coordinator and Finance Manager	Business Manager & Deputy Head for Outcomes
3.	Seating Plans	One week with Chief Invigilator (rest in exams office)	Deputy Head for Outcomes & Chief Invigilator
4.	Desk Cards	One week with Chief Invigilator (rest in exams office)	Deputy Head for Outcomes & Chief Invigilator
5.	Invigilators	Timetable of invigilators in Sports Hall and on Exams Office noticeboard	Deputy Head for Outcomes & Chief Invigilator
6.	Access Arrangements (cover sheets etc)	One week with Chief Invigilator (rest with Access Coordinator)	Access Coordinator & Chief Invigilator
7.	Script envelopes & examiner address labels	All located in the secure storage room	Deputy Head for Outcomes & Chief Invigilator
8.	Exam clash details	Details on Chief Invigilator desk in Sports Hall and Exams Office	Chief Invigilator
9.	Collection of scripts	Collected and organised by Invigilators	Chief Invigilator
10.	Completion of Parcel Force tracking form and posting scripts	Stored in secure storage until Parcel Force collection	Deputy Head for Outcomes & Access Coordinator

Key awarding bodies contact numbers:

AQA – 0800 197 7162

CIE – 01223 553554

Edexcel – 0344 463 2535

OCR – 01223 553998

WJEC – 02920 265000

JCQ – 0207 638 4132

Barry Waghorn

February 2019

APPENDIX B

Ilfracombe Academy: Word Processor Policy

Use of Word Processor in General and Vocational Exams

Introduction

The Ilfracombe Academy recognises that, for some students, a word processor may be the most appropriate method of recording, organising and presenting their work. Pupils are allowed to use a word processor in school as their normal way of working where a need has been established.

The Ilfracombe Academy follows guidance on the provision of a word processor for examinations provided by the Joint Council for Qualifications (JCQ): a candidate is permitted to use a word processor in examinations with spelling, grammar checks and predictive text switched off where it is their normal way of working within the School and is appropriate to their needs. References to 'JCQ' relate to the JCQ Access Arrangements and Reasonable Adjustments Regulations 01 September 2018 to 31 August 2019.

Principles for using a word processor

The purpose of using a word processor at the Ilfracombe Academy is to ensure that barriers to exams, tests and assessments are removed for candidates who have persistent and significant difficulties which place them at a substantial disadvantage when handwriting.

Candidates at The Ilfracombe Academy may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands, the need for the use of a word processor is considered on a subject by subject basis.

Use of a word processor should be established at the start of the course and must be approved before an examination or assessment.

The use of a word processor at The Ilfracombe Academy is only granted if it reflects the support normally provided for the candidate and it is their normal way of working in one or more of the following situations:

- the classroom;
- working in small groups;
- literacy support lessons;
- literacy intervention strategies;
- internal school tests
- mock examinations.

The use of a word processor

(JCQ 5.8.1) The Ilfracombe Academy is permitted to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre.

(JCQ 5.8.2) The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

(JCQ 5.8.3) It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

(JCQ 5.8.4) The Ilfracombe Academy will ensure that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script;

(JCQ 5.8.4) A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor in external exams is reserved for students who have persistent significant difficulties as outlined below:

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

This list is not exhaustive.

(JCQ 5.8.4) The use of word processor must reflect the candidate's normal way of working within the school and be appropriate to their needs.

Beki Clarke
November 2018

Ilfracombe Academy: policy governing the use of an Examination Reading Pen

Introduction

The Ilfracombe Academy recognises that for some students an examination reading pen may be the most appropriate method of working. Pupils are allowed to use an examination reading pen in school as their normal way of working where a need has been established.

The Ilfracombe Academy follows guidance on the provision of an examination reading pen for examinations provided by the Joint Council for Qualifications (JCQ): a candidate is allowed to use an examination reading pen in examinations where it is their normal way of working within the School and is appropriate to their needs.

References to 'JCQ' relate to the JCQ Access Arrangements and Reasonable Adjustments 1 September 2018 to 31 August 2019.

Principles for using an examination reading pen

The use of an examination reading pen at the at the Ilfracombe Academy is to ensure that barriers to exams, tests and assessments are removed and promote independent working for those candidates who do not qualify for a Reader/Computer Reader, but still require assistance reading individual words for accuracy rather than comprehension.

Candidates at The Ilfracombe Academy may not require the use of an examination reading pen in each specification. As subjects and their methods of assessments may vary, leading to different demands, the need for the use of an examination reading pen is considered on a subject by subject basis.

Use of an examination reading pen should be established at the start of the course and must be approved before an examination or assessment.

The use of an examination reading pen at The Ilfracombe Academy is only granted if it reflects the support normally provided for the candidate and it is their normal way of working in one or more of the following situations:

- the classroom;
- working in small groups;
- literacy support lessons;
- literacy intervention strategies;
- internal school tests
- mock examinations.

The use of an examination reading pen

(JCQ 5.6.4) The use of an examination reading pen must reflect the candidate's normal way of working in internal tests and examinations.

(JCQ 5.6.4) An examination reading pen, provided by the Ilfracombe Academy, will not have an in-built dictionary or thesaurus, or a data storage facility.

(JCQ 5.6.4) The use of an examination reading pen may benefit candidates who wish to work independently, who do not qualify for a reader.

(JCQ 5.6.4) The use of an examination reading pen may be used in papers, or sections of papers, testing the candidates reading ability.

(JCQ 5.6.4) Candidates who's normal way of working is to have a human reader may not be granted <50% extra time if using an examination reading pen as an alternative in papers testing reading ability.

Beki Clarke
November 2018

APPENDIX C



Non-examination Assessment Policy

Introduction

'Non-examination Assessment' is the term used to describe an *internally* assessed component of a GCSE or GCE specification in which **all** the work to be assessed is produced formally under supervised conditions.

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

BTEC has an additional assessment policy to run alongside this one.

Principles

The principles behind Non-examination Assessment:

- Enables independent research and preparation to occur both inside and outside the classroom.
- Enables a more integrated approach to teaching, learning and assessment, and is viewed as part of the work of the course, rather than a separate activity. It is an integral part of teaching and learning
- Provides an increased facility to ensure that work is the student's own utilizing features levels of control designed to maximise reliability and authenticity.
- Enables teachers to select from a choice of tasks and contextualise them. Teachers can choose the timing of the Controlled Assessment, which usually takes place in the classroom, within the normal timetable

Aim of the Policy

- To ensure that students are given the support they need to maximise their opportunity to achieve.
- To ensure that controlled assessments are well organised/managed so that they run smoothly without problems.
- To ensure that departments are given sufficient support to manage the non-examination assessment process.
- To ensure that students with Access Arrangements are given all the support they are entitled to.

Procedures to be followed

The aim of the procedural guidance set out below is to ensure the JCQ regulations *'Instructions for Conducting Non-examination Assessments'* are adhered to at all times. The designated non-examination assessment co-ordinator within The Ilfracombe Academy is the Exams Officer, who is accountable directly to the Deputy Headteacher, but to whom all queries surrounding this guidance should in the first instance be put.

- All members of staff involved in the preparation of students for non-examination assessments and the conduct of those assessments should be familiar with the Academy's separate non-examination assessment risk management document.
- It is the responsibility of each subject leader to obtain the non-examination assessment task details for the relevant specification, liaise as necessary with the exams officer and ensure that all teachers involved in non-examination assessment understand their responsibilities.
- Subject leaders should choose the most appropriate time for the non-examination assessment to take place in accordance with any non-examination assessment designated window specified by the exam board.
- Subject leaders are expected to plan for non-examination assessments well in advance and to consult with the examinations officer and senior leader responsible for the whole school calendar over proposed dates.
- Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required.
- As necessary, subject leaders should consult with the Academy's ICT network manager and Deputy Headteacher over the block booking of any ICT facilities required in order to carry out a non-examination assessment.
- It is recognised and accepted that dates planned well in advance for non-examination assessments may change nearer the event in the light of unforeseen problems. eg teacher absence during the preparatory period
- Non-examination assessments will generally take place in lesson time.
- All non-examination assessments must be run according to JCQ rules for Non-examination Assessments, and that may include removing work from walls etc and have JCQ Notices on the wall.
- All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions. All staff must be aware of the relevant level of control permitted.
- The Exams Officer **must** be notified when a 'high level' non-examination assessment is planned to take place
- Where students are undertaking high control level work using ICT, Curriculum leaders must ensure, (through arrangement with ICT technical support) that there is no access to internet or e-mail and work to be assessed is only be accessible, by students, during the controlled sessions.
- High control work undertaken using ICT must be saved on a memory stick which must be collected in after each session and locked away in a suitable secure cabinet.
- All work produced by the students must remain securely stored until the end of the examination period and any request for Enquires about Results.

- Curriculum leaders must ensure that all assessment materials are locked in a suitable secure cabinet at the end of each session. Provision for this requirement must be considered in budgeting requirements.
- Students should note the guidance and feedback received from their teacher in a diary or folder. They should also use the diary or folder to make a record of the research and planning stage of their non-examination assessment including notes, diagrams, essay plans and bibliography
- Work may be handwritten in black ink or word processed. Printouts, charts and DVDs can be included where appropriate
- Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
- Class teachers should keep attendance records from all assessment sessions.
- Entries for non-examination assessment must be made at the appropriate time.
- Non-examination Assessment marks must be submitted to the Examination Board by the specified dates.
- Any re-sits of this element must be considered with the Examination Boards rules on re-sits and terminal rules.
- Where a student has a long period of absence, special consideration should be applied for.
- If Malpractice is suspected then the case needs to be reported to the Examination Officer, who in turn will liaise with the Deputy Head Curriculum
- After the results are published it may be possible to request a re-moderation of the work
- Any appeals that arise will be addressed through the college Non-examination Assessments Internal Appeals policy.

Responsibilities

Senior leadership team

- Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with middle leaders/heads of department to schedule non-examination assessments. (It is advisable that non-examination assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/ problems over the timing or operation of non-examination assessments.
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for non-examination assessments.

Middle Leaders/Heads of department

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment, and that all other requirements of non-examination assessment, specific to the exam board and subject specifications, are adhered to.
- Curriculum leaders are responsible to ensure internal standardisation occurs for all marking undertaken by all teachers involved in assessing an internally assessed area.
- Curriculum leaders are also responsible to ensure where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the college if more than one teacher is involved in the assessing.
- Subject leaders must liaise with the SENCO Assistant re. Access Arrangements. These arrangements must be in place for all non-examination Assessments. Those students entitled to Access Arrangements can be found on the "S" drive > SEN > Access Arrangements. Curriculum leaders must inform the SENCO Assistant in good time, so that scribes and readers etc can be arranged and accommodation organised if necessary
- Curriculum leaders must have contingency plans in place in the event that a planned assessment cannot take place for some or all the candidates.
- It is the responsibility of each Curriculum leader to obtain the non-examination Assessment task details from the exam boards and to ensure that all relevant staff within their department are familiar with the details and understand their responsibilities as laid down in the JCQ publication "Instructions for conducting non-examination Assessments".
- It is the responsibility of each Curriculum leaders to plan that non-examination Assessments are suitably incorporated into scheme of work.
- It is the responsibility of each Curriculum leaders to plan in non-examination assessments in advance, from the beginning of the syllabus, to avoid missing deadlines and compromise students' achievement.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Supply to the exams office details of all unit codes for non-examination assessments.

Teaching staff

- All members of staff involved in non-examination assessment should be familiar with the Academy's Non-examination Assessment Risk Management document. (Found on "S" drive > Information and Policies > Examination Policy)
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*, and comply with the awarding body specification for

conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Enter students for individual units, whether assessed by non-examination assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students for the exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where non-examination assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

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

Non-examination assessments internal appeals procedure

The Ilfracombe Academy is committed to ensuring that whenever their staffs marks candidates' work this is done fairly, consistently and in accordance with the awarding body's specification. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of the appeals procedure to consider whether to request a review of the centre's marking. Reviews cannot be requested by a candidate if they simply want an improvement of mark.

- Candidates will be informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Having received a request for copies of material, The Ilfracombe Academy will make these available to the candidate.
- Candidates will be given sufficient time in order to allow them to review copies of material and reach a decision.
- Upon handing the candidate copies of material, the subject teacher will give the candidate a clear deadline to submit a request for a review of marking.
- Requests must be made in writing and clearly state the reason for wanting a review. Requests must be made with regards to believed errors in the procedure.
- Reviews will be carried out to allow sufficient time to make any necessary changes to marks and to inform the candidate of the outcome, before the awarding body's deadline.
- Reviews of marking will be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- The reviewer will be instructed to ensure that the candidate's mark is consistent with the standard set by the centre.
- The review of the centre's marking will be communicated to the candidate in writing.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Sources of further information

- For an e-version on the JCQ booklet on conducting Non-examination Assessments go to "S" drive > Exams > Exam Policies > JCQ Documents
- The Examination Policy holds a number of relevant documents that may be of use.
- Further information can also be gained from the appropriate examination board

Monitoring arrangements

- The Deputy Head Curriculum will monitor how well the arrangements are functioning. This will be by way of Middle Leaders meeting and Line Management meeting with IT.

Dates and reviews

- Policy created by M. Holman Examinations Officer December 2010
- Policy due to be reviewed October 2011
- Policy reviewed November 2013
- Policy reviewed March 2018
- Date for next review September 2020

APPENDIX D

Emergency Evacuation Procedure

Actions to be taken

- Stop the candidates from writing and ask them to close their scripts.
- Collect attendance register. (in order to ensure all candidates are present)
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- The examination room should be locked on departure.
- Candidates are to be taken to the lower tennis courts in an area isolated from other students. (Depending on the location of the fire, an alternate location may need to be used. Isolation from other students is still required.)
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Upon return, allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
April 12	Clarity regarding retake fees and role of Chief Invigilator	M Holman/ T Tucker	April 12	September 13
November 13	Change of school name, updating Year 13 January entry and clarifying retakes of AS modules, editing exam seasons, removing AS aggregation statement, Changing CRB to DBS. Amendments as it affects website along with miscellaneous adjustments to improve clarity of some statements and consistency in use of terminology. Inclusion of appendix and values statement	M Holman/ T Tucker	November 13	September 15
Sep 16	Draft changes as highlighted re: <ul style="list-style-type: none"> • Inclusion of 'Special note' at start of policy • Provision of data (analysis) • Students who are allowed to sit an AS • Disability access • External candidates/private entry- see 4.4 • Forecast grades • Staff allowed in the exam room • Emergency procedure – evacuation • Exam Contingency plan - see 8.4 plus new appendix A • Contacting absent students • Publication of results • Enquiries about results • Access to scripts • Removal of old Appendix A – early entry guidance • Addition of word processing policy as appendix 	S Burkett/ T Tucker	Sept 16	Sept 18
March 18	Changes made to the following areas <ul style="list-style-type: none"> • Internal Appeals procedure • Addition of Centre specific Exam Emergency Evacuation Procedure document • Revision of identification of applicants • Disability access updated for new premises • Exams Officer responsibilities adapted to now include NEA 	B Waghorn/ P Roberts	March 18	Sept 20