

Stretford High School



Exam Policy

2023-2024

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The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

This exam policy will be reviewed every academic year.

This exam policy will be reviewed by the Head of Centre, Assistant Headteacher, and the Exams Officer.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

1. Exam responsibilities

The Head of Centre:

- has overall responsibility for the school/college as an exam centre and advises on appeals and reviews of marking.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams Officer:

- manages the administration of internal and external exams
- advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts in the secure room and ensures that scripts are dispatched as per the guidelines. Access to the secure room should be restricted to two to six key holders, the Exams Officer must be one of them.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- line manages the exam invigilators and organises recruitment and up to date thorough training.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

Assistant Head (Curriculum)

- Validation of courses followed at key stage 4.

Heads of Department

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- Internal assessment marks shared with students under the new Non-Examination Assessment Policy
- decisions on post-results procedures.

Teachers

- supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer.

SENDCO

- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- process any necessary applications in order to gain approval (if required).
- working with the exams officer to provide the access arrangements required by candidates in exams rooms.

Lead invigilator/invigilators

- assisting the exams officer in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exam's office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exam's office.

Candidates

- confirmation and signing of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

2. Qualifications Offered

The qualifications offered at this centre are decided by the Head of Centre, Assistant Headteacher and Heads of Department.

The types of qualifications offered are GCSE, OCR Nationals and BTEC First and Tech Awards.

The subjects offered for these qualifications in any academic year may be found on the school website for that year. If there is to be a change of specification for the next year, the exams office must be informed by 31st May.

Informing the exams office of changes to a specification is the responsibility of the Head of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken by Head of Year 11, Head of Department and Assistant Headteacher.

3. Exam Series & Timetables

Internal exams (mock or trial exams) are scheduled in December and March.

External exams are scheduled mainly in May and June.

All internal exams are held under external exam conditions.

The Heads of Department decide which exam series are used in the centre

Once confirmed, the Exams Officer will circulate the exam timetables for internal and external exams at a specified date before each series begins.

4. Entries, Entry Details and Late Entries

Candidates are selected for their exam entries by the Heads of Department and the subject teachers.

Candidates, or parents/carers, can request a subject entry, change of level or withdrawal.

The centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Heads of Department via email.

Heads of department will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the Assistant Headteacher.

Re-sit decisions will be made by Heads of Department in consultation with Assistant Headteacher.

5. Exam fees

The centre will pay all normal exam fees on behalf of candidates.

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.

The exams officer will publish the deadline for actions well in advance for each exam's series.

6. Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the SENDCO.

The SENDCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SENDCO.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENDCO.

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 SENDCO.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENDCO.

Contingency planning for exams administration is the responsibility of the Head of Centre, Assistant Headteacher and the Exams Officer.

Contingency plans are available via email, briefing meetings, and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

Further information on Stretford High School's Access Arrangements & Disability Policies can be found in Appendix A and Appendix B respectively.

7. Managing invigilators, Malpractice and Exam Days

Recruitment of invigilators is the responsibility of the Exams Officer. 'The person appointed 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.' (JCQ *Information for Conducting Examinations* ([ICE](#)), 13.6)

External staff will be used to invigilate examinations.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the HR Director.

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

Invigilators' rates of pay are set by the HR Director.

Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer.

The Head of Centre in consultation with the Exams Officer is responsible for investigating suspected malpractice.

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements in advance.

The Lead Invigilator will start and finish all exams in accordance with JCQ guidelines

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations and no later than 24 hours after candidates have completed them.

After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

The Emergency Evacuation Policy can be found in Appendix C

8. Candidates, Clash Candidates & Special Consideration

The Exams Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Head of Year.

Candidates will be informed that they are under formal examination conditions as soon as they enter the examination room, until the moment they are allowed to leave. From this point, if there is any suspected or actual malpractice, it must be reported to the appropriate examination awarding body.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones (unless for medical purposes) and other electronic communication devices (including airpods/earphones/earbuds) or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day.

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

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer, Assistant Head or Exam Invigilator to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam.

The exams officer will make a special consideration application to the relevant awarding body within seven days of the exam.

Further information and details on Stretford High School's Special Consideration Policy can be found in Appendix D.

9. Internal Assessment

It is the duty of Heads of Department to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the Exams Office by the Heads of Department. The Exams Officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

Further information and details on Stretford High School's Non-Examination Policy can be found in Appendix E.

10. Results, Review of marking (ROM) & Access to Scripts (ATS)

Candidates will receive individual results slips on results days,

- in person at the centre
- by post to their home address - candidates to provide a self-addressed envelope
- collected and signed for

The results slip will be in the form of a centre produced document.

Arrangements for the centre to be open on results days are made by the Exams Officer.

The provision of the necessary staff on results days is the responsibility of the Assistant Headteacher.

ROMs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates

The cost of ROMs will be paid by the centre.

All decisions on whether to make an application for an ROM will be made by the Head of Centre.

If a candidate's request for an ROM is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of ROMs will be the responsibility of the Exams Officer, following the JCQ guidance.

After the release of results, candidates may ask subject staff to request the return of written exam papers within three days of the receipt of results.

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

A ROM cannot be applied for once an original script has been returned.

The cost of ROMs will be paid by the centre.

Processing of requests for ATS will be the responsibility of the Exams Officer.

Further information and details on Stretford High School's Internal Appeals Procedure can be found in Appendix F.

11. Certificates

Candidates will receive their certificates

- in person at the centre
- by post to their home address (candidates to provide a self-addressed envelope)
- collected and signed for

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains certificates for one year.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued.

Certificates are collected and signed for.

12. Exam Contingency Plan

An exam contingency plan is in place to examine potential risks and issues that could cause disruption to the management and administration of the exam process. More information can be found in Appendix G attached.

Appendix A

Access Arrangements Policy

Contents

What are access arrangements and reasonable adjustments?

Access Arrangements

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What are access arrangements and reasonable adjustments?

Access Arrangements

“Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.”*

[[AA](#) Definitions, page 7]

Reasonable adjustments

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

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

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.” [[AA](#) Definitions, page 7]

Purpose of the policy

The purpose of this policy is to confirm that Stretford High complies with its “...obligation to identify the need for, request and implement access arrangements...”

[JCQ General Regulations for Approved Centres, 5.4] This publication is further referred to in this policy as [GR](#).

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*.

This publication is further referred to in this policy as [AA](#).

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

The qualification(s) of the current assessor(s)

FS: Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangements

The access arrangement process

Years 7 and 8

- All students who have been identified as having Special Educational Needs or a disability at their primary school or who have been identified during years 7 and 8, will be monitored to build up a history of need and provision

Year 9

- Whole school screening takes place in the Summer Term and students with Standard Scores below 85 are identified and further assessed. Following this, a decision is made whether to formally assess based on SEN history and normal way of working in class.

Year 10

- If there is sufficient evidence and history of need, an application for Access Arrangements will be made in the autumn term, in consultation with the student and parents/carers
- Students will be issued with a card showing which Access Arrangements they are entitled to

Year 11

- Students with Access Arrangements will practise using them in examination situations during Mock Exams in Year 10 and 11
- All students with Access Arrangements must continue to be in need of the arrangements and use it for the duration of the examination series otherwise it may be withdrawn.

Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 5 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 76.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

Centre-specific criteria for particular access arrangements

Separate invigilation within the centre

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

The decision will be based on

“whether the candidate has a substantial and long term impairment which has an adverse effect and the candidate’s normal way of working within the centre.” [[AA](#) 5.16]

Should a candidate sit their examination away from the main room, in a smaller environment, the *JCQ Instructions for Conducting Examinations* ([ICE](#)), must always be adhered to.

Overnight Supervision

If an overnight supervision affects a candidate with a disability, an application must be processed through *Access Arrangements Online* (AAO) [AA](#) 5.21

If an overnight supervision affects a candidate who has been diagnosed with a psychological or medical condition or a visual impairment or a physical disability, an application for a timetable variation may be processed. Formal evidence must be available to confirm the candidate's impairment and the SENDCo must complete a [form 9](#) confirming the disability and the need for a timetable change.

The use of word processors in examinations

The term 'word processor' is used to describe a computer, laptop or tablet.

Candidates 'normal way of working' is to handwrite their examinations unless there are exceptions. These exceptions are:

- The candidate may have an approved access arrangement in place
- The candidate has established needs and the use of a word processor reflects a candidate's normal way of working.

Access arrangements/reasonable adjustments should be processed at the start of the course, or as soon as possible, having established the need and normal way of working.

The purpose of a word processor is to ensure that barriers to assessments are removed for a disabled candidate, preventing the candidate from being at a disadvantage from the rest of their cohort.

A word processor cannot be granted because a candidate finds that it is easier to type rather than write, or because it allows them to work faster or because they are used to using a word processor. Its use must comply with JCQ regulations ([ICE](#) 14)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. The SENDCo must consider the needs of each candidate on a subject-by-subject basis and ensure that the access arrangements/reasonable adjustments do not unfairly disadvantage/advantage a candidate.

A word processor would be considered for a candidate 'in the event of temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course' ([AA](#) 4.2.4), or where the curriculum is to be delivered electronically and all candidates are provided with word processors.

A candidate will be allocated the use of a word processor with the spelling and grammar check disabled, where it is the normal way of working within the centre and the integrity of the assessment can be maintained.

A word processor will be considered standard practice in non-examination assessment units, unless disallowed by the specification ([AA](#) 5.8)

Appendix B

Disability Policy (exams)

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- Roles and responsibilities

Implementing access arrangements and the conduct of exams

- Roles and responsibilities

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 - Internal assessments

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Facilitating access – examples

Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided on page 9 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* *Access Arrangements and Reasonable Adjustments*

This publication is further referred to in this policy as AA.

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including general regulations and AA

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including general regulations and AA

Special educational needs coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA

Teaching staff

- Inform the SENDCo of any support that might be needed by a candidate

Support staff

- Teaching Assistants provide comments/observations to support the SENDCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate

Assessor of candidates with learning difficulties

- Educational Psychologist has detailed understanding of the current JCQ publication AA

- SENDCo ensures the quality of the access arrangements process within the centre
- SENDCo ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- SENDCo ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- SENDCo ensures the assessment process is administered in accordance with the regulations
- SENDCo ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Teaching Assistants support the SENDCo in determining the need for and implementing access arrangements
- SENDCo leads on the access arrangements process to facilitate access for candidates
- SENDCo defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements.
- SENDCo if not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- SENDCo ensures the qualified assessor has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Examinations Officer ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- SENDCo ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- SENDCo ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Examinations Officer presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- SENDCo works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- SENDCo provides information to evidence the normal way of working of a candidate
- SENDCo conducts appropriate assessments to identify the need(s) of a candidate
- SENDCo provides appropriate evidence to confirm the need(s) of a candidate
- SENDCo completes appropriate documentation as required by the regulations of JCQ and the awarding body

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENDCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

Exams officer

- Examinations Officer is familiar with the entire contents of the annually updated JCQ publication [General Regulations](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role

- SENDCo follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 5 of [AA](#)
- Examinations Officer applies for approval where this is required, through AAO, or through the awarding body where qualifications sit outside the scope of AAO
- SENDCo ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*) and JCQ Form 9 (*Application for access arrangements – Profile of need*) where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- SENDCo or EAL Co-ordinator ensures the completion of Form BD25% (*Application for access arrangements – Bilingual translation dictionary with 25% extra time*) for those candidates in which English is an additional language – see 5.18 of [AA](#). The form must be kept on file for inspection (25% extra time will be available for those subjects in which a bilingual dictionary is not allowed).
- where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- SENDCo ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- Examinations Officer confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Examinations Officer makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- SENDCo ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Examinations Officer ensures that where approval is required that this is applied for by the awarding body deadline
- Examinations Officer maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for those qualifications listed on page 2 of [AA](#) (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Examinations Officer presents the files when requested by a JCQ Centre Inspector
- SENDCo liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Examinations Officer liaises with the SENDCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Examinations Officer following the appropriate process (AAO for those qualifications listed on page 76 of [AA](#); *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and the JCQ publication *Instructions for conducting examinations* ([ICE](#)).

Head of centre

- Supports the SENDCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Special educational needs coordinator (SENDCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access 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)

Exams officer

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current [ICE](#) (page 44)

Other relevant centre staff

- Support the SENDCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- SENDCo ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Examinations Officer ensures exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- SENDCo ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- SENDCo liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Examinations Officer liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- SENDCo appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- SENDCo ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- SENDCo ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- SENDCo ensures the facilitator is known by or introduced to the candidate prior to exams
- SENDCo ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- SENDCo liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues

- SENDCo ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE section 13
- SENDCo ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- SENDCo liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Examinations Officer liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates
- Examinations Officer liaises with the SENDCo regarding rooming of access arrangement candidates
- Examinations Officer liaises with the SENDCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- SENDCo ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- SENDCo ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Examinations Officer checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Examinations Officer makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Examinations Officer understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Examinations Officer ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- SENDCo provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
 - prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2 of AA
- SENDCo has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Examinations Officer liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Examinations Officer where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

Special educational needs coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates.

Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Special educational needs coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates

Facilitating access – examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<i>SENDCo gathers evidence to support the need for the candidate to take exams at home</i> <i>Pastoral head provides written statement for file to confirm the need</i> <i>Approval confirmed by SENDCo; AAO approval for both arrangements not required</i> <i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i> <i>EO submits appropriate 'Alternative site for the conduct of exams form'</i> <i>EO provides candidate with exam timetable and JCQ information for candidates</i> <i>Pastoral head confirms with candidate the information is understood</i> <i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i> <i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i> <i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i>

		<p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader / computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Up to 50% extra time awarded</i></p> <p><i>Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long-term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>

Appendix C

Exam Policy for Emergency Evacuation

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

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, 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.

Appendix D

Special Consideration Policy

Contents

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What is special consideration?

“Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.”

[JCQ [A guide to the special consideration process](#) section 1]

This document is further referred to in this policy as [SC](#)

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Stretford High School agrees to submit any applications for special consideration where candidates meet the published criteria.

Eligibility for special consideration

Roles and responsibilities

Head of centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [SC](#)
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

Exams officer

- Understands the criteria as detailed in [SC](#) to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies

Teaching staff and/or SENDCo

- Provide any appropriate evidence or information that may be required to determine a candidate’s eligibility for special consideration.

Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

Applying for special consideration

Where eligible, special consideration will be applied for in a specific exam series where candidates have been fully prepared and have covered the whole course but performance in the examination or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse conditions.

1. Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
 - the candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for him/her to take the exam in the best possible conditions
 - a judgement will be made on how the candidate's situation or disposition affected performance in the exam
 - where appropriate and where eligible, special consideration will be applied for
2. Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration will be applied for on behalf of all candidates.
3. Where a candidate takes multiple exams (three or more exams) timetabled for the same day and the total duration for those papers is more than 5 hours 30 minutes for GCSE exams including *any approved extra time but not any time taken for supervised rest breaks*, special consideration for an allowance on last paper taken will be applied for.
4. Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration will be applied for if the exam missed is in the terminal series and the *minimum requirements for enhanced grading in cases of acceptable absence* can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration will not be applied for

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored and applied for where eligible. This might include, for example:

- a short extension to controlled assessment/coursework/non-examination assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
- lost or damaged work
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment assignment

Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, the centre will follow awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

Roles and responsibilities

Head of centre

- Ensures where a candidate may be a relative of the exams officer, the application will be authorised by an alternative member of centre staff

Exams officer

- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results

- Meets the required deadline(s) for submitting applications

Teaching staff and/or SENDCo

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers)

- Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration

Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in [SC](#).
Evidence to support applications will be kept on file until after the publication of results.

Timetabled written exams

- For GCSE qualifications, applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams *where a candidate is present but disadvantaged* and a separate application for each day *where a candidate is absent from an examination for an acceptable reason* detailed in [SC](#) will be followed
- For other qualifications, applications are submitted online where the awarding body's secure system accepts these
- The paper [form 10](#) JCQ/SC *Application for special consideration* will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification
- For groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed
- The paper [form 14](#) JCQ/ME *Self certification for candidates who have missed an examination* will only be completed by a candidate where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body
- Where a short extension to a deadline is being requested an application will be submitted online or by direct email, dependent on the awarding body
- Where an application relates to a shortfall in work, this will be submitted online or by completing form 10, dependent on the awarding body
- Where an application relates to lost or damaged work, this will be submitted online or by completing [form 15](#) JCQ/LCW *Notification of lost centre assessed work*, dependent on the awarding body

Post assessment adjustments – vocational qualifications

- Where relevant and eligible, form [VQ/SC](#) *Application for special consideration Vocational qualifications* will be completed and submitted to the awarding body

Private candidates

Any private candidate entered by the centre must liaise with the exams officer (not the awarding body) regarding any application for special consideration.

Appendix E

Non-Examination Assessment Policy

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

What does this policy affect?

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

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

This publication is further referred to in this policy as NEA

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

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

What are non-examination assessments?

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

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- *task setting;*
- *task taking;*
- *task marking.”*

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

The basic principles

Head of centre

- Ensures that the centre’s *non-examination assessment policy* is fit for purpose
- Ensures the centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre’s marking

Senior leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year
- Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit for GCSE (9-1) Computer Science

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates

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

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Understands the arrangements that the centre needs to put in place where the centre might accept private candidates (including distance learners and home educated students) for components of non-examination assessment

Subject teacher

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

Exams officer

- Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

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

Issuing of tasks

Subject teacher

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

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Advice and feedback

Subject teacher

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

Resources

Subject teacher

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

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates

- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication procedures

Subject teacher

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

Presentation of work

Subject teacher

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

Keeping materials secure

Subject teacher

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

IT Manager

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

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

Exams officer

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

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

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

Task marking – internally assessed components

Marking and annotation

Subject teacher

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

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

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

Subject teacher

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

Consortium arrangements

Subject head/lead

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

Subject teacher

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

Exams officer

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

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors

- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Subject teacher

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

Exams officer

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

External moderation - feedback

Subject head/lead

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

Exams officer

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

Access arrangements

Subject teacher

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

Special educational needs coordinator (SENDCo)

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

Special consideration

Subject teacher

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

Exams officer

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

Malpractice

Head of centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself
- Ensures that all staff concerned with the delivery of assessments and examinations are aware of the deadlines and key dates and that vigorous measures are in place to make sure that these are met.

Subject teacher

- Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

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

Enquiries about results

Head of centre

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

Subject head/lead

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

Subject teacher

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

Exams officer

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

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

Head of centre

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

Quality assurance (QA) lead/Lead internal verifier

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

Subject head/lead

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

Subject teacher

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

Exams officer

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

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

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

Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	Subject Teacher
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	EO
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	HODs EO
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Subject Teacher EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SENDCO
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	HODs
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i>	HODs

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

	<i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	HODs
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	EO
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject Teacher
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	HODs
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher

their worked submitted for formal assessment		
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i> <i>Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Subject Teacher EO
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i>	HODs
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Subject Teacher
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i> <i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Subject Teacher
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	EO
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	EO
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed. Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed. Appropriate internal disciplinary procedures are also followed</i>	HODs EO
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course</i> <i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	EO

An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	EO
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	EO
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	EO
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course. Candidates confirm/record deadlines known and understood. Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met. Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	Subject Teacher EO
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year. Reminders are issued through senior leaders/subject heads as deadlines approach. Records confirm deadlines known and understood by subject teachers. Where appropriate, internal disciplinary procedures are followed</i>	HODs
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	HODs

Appendix F

Internal Appeals Procedures

1. Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms Stretford High School's compliance with JCQ's *General Regulations for Approved Centres 2019-2020, section 5.13* that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."

Certain components of GCSE qualifications (GCSE controlled assessments and GCSE non-examination assessments) that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Deadlines for the submission of marks (Summer 2024 exam series)

Date	Qualification	Details
05/05/2024	GCSE	Final date for submission of coursework marks WJEC.
07/05/2024	GCSE	Final date for submission of coursework marks AQA.
15/05/2024	GCSE	Final date for submission of coursework marks OCR and Pearson.
31/05/2024	GCSE	Final date for submission of coursework marks AQA Art & Design

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

Stretford High School ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

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

On being informed of their centre assessed marks, if a candidate 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 this appeals procedure to consider whether to request a review of the centre's marking.

1. Stretford High School will ensure that candidates are 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.
 - a. Stretford High School will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
2. Stretford High School will, having received a request for copies of materials, promptly make them available to the candidate within 3 calendar days.
3. Stretford High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
4. Requests for reviews of marking must be made in writing within 7 calendar days of receiving copies of the requested materials by completing the internal appeals form.
5. Stretford High School will allow 10 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
6. Stretford High School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
7. Stretford High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
8. The candidate will be informed in writing of the outcome of the review of the centre's marking.
9. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

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

This procedure confirms Stretford High School's compliance with JCQ's *General Regulations for Approved Centres 2019-2020, section 5.13* that the centre has in place *"a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."*

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results.

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

Enquiries about results (EARs) offers three services.

- Service 1 – clerical re-check
- Service 2 – review of marking
- Service 3 – review of moderation (this service is not available to an individual candidate)

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an EAR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected after the publication of results.

If a concern is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry supported by the centre.

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

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an internal appeal can be submitted to the centre – by completing the internal appeals form at least 14 calendar days prior to the internal deadline for submitting an EAR.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting an EAR.

Following the EAR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications *Post-Results Services* and *JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)* will be consulted to determine the acceptable grounds for a preliminary appeal.

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

The internal appeals form should be completed and submitted to the centre within 7 calendar days of the notification of the outcome of the EAR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the enquiry about results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Internal appeals form

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

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

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

Please state the grounds for your appeal below

(If applicable, tick below)

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

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

Appellant signature:

Date of signature:

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

Complaints and appeals log

On receipt, all appeals will be assigned a reference number and logged.

The outcome of any reviews of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

[illegible]

Appendix G

Exam Contingency Plan

Contents

Purpose of the plan

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)
2. SENDCo extended absence at key points in the exam cycle
3. Teaching staff extended absence at key points in the exam cycle
4. Invigilators - lack of appropriately trained invigilators or invigilator absence
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. Disruption of teaching time – centre closed for an extended period
8. Candidates unable to take examinations because of a crisis – centre remains open
9. Centre unable to open as normal during the exams period
10. Disruption in the distribution of examination papers
11. Disruption to the transportation of completed examination scripts
12. Assessment evidence is not available to be marked
13. Centre unable to distribute results as normal

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Stretford High 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 scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to “have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”

Centres must ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer.

Causes of potential disruption to the exam process

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

Criteria for implementation of the plan

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

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

the facilitation of the post-results services

Centre actions:

The Assistant Headteacher with responsibility for curriculum will manage the examination planning and entries with support from Heads of Department (HODs). Additional invigilators would be recruited by the HR Director and we could use teaching staff who have Headteachers directed time (HTDT) as backup.

SLT would undertake rooming and briefing candidates. DOAS would oversee the internal assessment marks submitted to the AB via secure sites.

Results would be printed and issued via the data team.

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

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements
 - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

If the SENDCo is absent, the departmental team would manage the planning, access arrangements and invigilation arrangements for access arrangements overseen by the Deputy Headteacher.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

SLT would undertake rooming and briefing candidates. DOAS would oversee the internal assessment marks submitted to the AB via secure sites.

Results would be printed and issued via the data team.

4. SENDCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements
 - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

If the SENDCo is absent, the departmental team would manage the planning, access arrangements and invigilation arrangements for access arrangements overseen by the Deputy Headteacher.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

The HOD's would be responsible for ensuring that all examination information is submitted to meet deadlines for temporary or supply staff.

6. 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:

We would use HTDT if we did not have enough invigilators. We would always have one additional invigilator for all exam sessions in case of absence.

7. 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:

We would use additional large rooms and re-locate classes. If the main school was unavailable due to an incident, we would move to a local venue, sports centre or LCCC.

8. 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:

Entries would not be submitted as late as the final deadline, they are always submitted at least a week in advance. The IT department would resolve any MIS failures.

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

Criteria for implementation of the plan

- supported time, interrupting the provision of normal teaching and learning

Centre actions:

If the main school was unavailable due to an incident, we would move to a local venue, sports centre or LCCC. AB advised.

10. 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:

Liaise with the relevant awarding body and explain the situation, get instructions from AB and then advise students/parents by text. An alternative local venue would be looked into.

11. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions:

We would move to an alternative local venue in agreement with the awarding bodies. Apply for special consideration where candidates have met the minimum requirements.

12. 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:

If examination papers are not received in advance of the examinations, we would contact the relevant awarding body. Electronic access to examination papers would be made available via a secure site and the EO would copy and securely store them.

13. 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:

Contact Parcelforce and ask them to collect as soon as possible. Keep scripts in secure storage whilst waiting for collection. Inform awarding body.

14. 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:

The awarding body would be informed and following their response, students and parents would also be informed.

15. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions:

The data team would distribute the results and facilitate post results services if the EO was absent. If there was a major incident, resulting in the centre not being available, make arrangements to co-ordinate results from an alternative venue. The relevant awarding bodies would be advised.