



ST EDMUND'S COLLEGE

EXAMINATIONS POLICY

(For External and Internal Examinations)

2023/24

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide

St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.

The purpose of this examination policy is to ensure the planning and management of examinations is conducted efficiently and in the best interest of candidates, according to the JCQ and CAIE Regulations and awarding body requirements, with clear guidelines for all relevant staff.

This examination policy will ensure that:

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

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

This Examination Policy will be reviewed annually by the Deputy Head Academic and the Examinations Officer.

Admission Testing

Entry to Elements, Rudiments and Grammar

Those used are CEM Entrance Examinations in Verbal, Non-Verbal Reasoning and Maths. They are Computer based tests which are marked and standardised by CEM.

Entry to Syntax

Those used are Yellis tests marked and standardised by CEM.

For entry to Elements, Rudiments, Grammar and Syntax for overseas students,

There are tests for English Language, designed and managed by Password English Testing and Maths produced by the college and marked internally.

Entry to Rhetoric

The results of GCSE examinations are used.

Examination responsibilities

Head of Centre

Has overall responsibility for the College as an examination centre

Takes responsibility for confirming, on an annual basis, that they are aware of and adhering to the latest version of the JCQ's regulations by responding to the head of centre's declaration which is managed as part of the National Centre Number Register (NCNR) annual update

Is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*

Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence)

Exam Contingency Plan – Appendix A

It is the responsibility of the head of centre to ensure that his/her centre... has in place the following policies available for inspection... a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered; ([GR 5.3z](#))

Has in place a written escalation process should the Head of Centre, or a member of the Senior Leadership Team with oversight of examination administration, be absent

Escalation Process

If the Head of Centre is absent then the responsibility for implementing JCQ regulations and requirements relating to examinations will be escalated to Sarah Sanders, Deputy Head, Academic. Should both the Head of Centre and the Deputy Head, Academic be absent the responsibility for implementing JCQ regulations and requirements relating to examinations be escalated to Rhona West, Assistant Head

It is the responsibility of the **Head of Centre** to ensure that his/her centre... has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent ([GR 5.3d](#))

Has in place a written conflicts of interest policy in place available for inspection.

Conflicts of Interest Policy – Appendix B

It is the responsibility of the head of centre to ensure that his/her centre... has in place the following policies available for inspection... a written conflicts of interest policy ([GR 5.3z](#))

Ensures required internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers

Internal Appeals Procedures and Access to Scripts, Reviews of Results and Appeals Procedures – Appendix C1

The centre will... have in place and be available for inspection purposes, 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... ([GR 5.7](#))

...have available for inspection purposes and draw to the attention of candidates and their parents/carers, a **written** internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal... ([GR 5.13](#))

... have in place written procedures for how it will deal with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies. Details of these procedures must be made widely available and accessible to all candidates. Candidates must be made aware of the arrangements for post-results services before they sit any examinations and the accessibility of senior members of centre staff immediately after the publication of results... ([GR 5.13](#))

... treat all candidates equally, including private candidates, throughout the examination process. This would also extend to post-results services and appeals ([GR 5.6](#))

Ensures a **non-examination assessment policy** is in place for GCE and GCSE qualifications which include components of non-examination assessment.

Non-examination Assessment Policy Appendix D

The centre will... have in place and be available for inspection purposes, a written policy with regard to the management of GCE and GCSE non-examination assessments; (For CCEA GCSE centres this would be a written controlled assessments policy.) ([GR 5.7](#))

The JCQ requires each centre to have a non-examination assessment policy in place:

to cover procedures for planning and managing non-examination assessments;

to define staff roles and responsibilities with respect to non-examination assessments;

to manage risks associated with non-examination assessments.

A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place. The guidance provided in this document will help the Head of Centre to ensure that the centre's policy is fit for purpose. The policy will need to cover all types of non-examination assessment.

Additionally, each centre must have available for inspection an internal appeals procedure relating to internal assessment decisions. ([NEA 1](#))

Has in place a Malpractice policy which covers all qualifications delivered by the centre

Malpractice policy Appendix E

has in place the following policies available for inspection:... a written malpractice policy which covers all qualifications delivered by the centre. The policy must detail how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body

Ensures a documented emergency evacuation procedure for exam rooms is in place

Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

Emergency Evacuation Policy Appendix F

When dealing with emergencies, staff must be aware of the centre's policy and, where appropriate, any instructions from relevant local or national agencies.

Centres must have a written centre policy for dealing with an emergency evacuation of the examination room, which will be subject to inspection by the JCQ Centre Inspection Service. ([ICE 25](#))

Has in place a written process to check the qualifications of the centre's assessor and the procedure followed.

Procedure for the appointment of Assessors

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AA.

This process is carried out prior to the assessor undertaking any assessment of a candidate.

The specialist assessor must either be:

an appropriately qualified psychologist registered with the Health & Care Professions Council.

A specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by BDA, the Dyslexia Guild or Patoss and listed on the SASC website.

A specialist assessor with a post-graduate qualification in individual specialist assessment at or equivalent to Level 7.

The Head of Centre will check that the centre's specialist assessor's qualifications meet the JCQ required levels. The original certificate will be seen by the SENCo and a copy held on file in the SEN department.

The SENCo will monitor that the assessment process is correctly carried out.

The Head of Centre is responsible for:

the quality of the access arrangements process within his or her centre; and

the appointment of assessors, checking the qualifications of those assessing candidates (e.g. photocopy of certificate or printout of screenshot of HCPC or SASC registration). (AA 7.3)

Provides and annually reviews a centre policy on the use of word processors in exams and assessments

Word Processor Policy (Exams) Appendix G

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations. ([AA 5.8](#))

Ensures a complaints and appeals procedure covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers

Complaints and Appeals Procedure

[Complaints Policy](#)

The centre will... draw to the attention of candidates and their parents/carers their written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification. ([GR 5.8](#))

Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

Child Protection/Safeguarding Policy

[Safeguarding policy](#)

It is the responsibility of the **Head of Centre** to ensure that his/her centre... has in place the following policies available for inspection... a written child protection/safeguarding policy, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements... ([GR 5.3](#))

Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations

Data Protection Policy

[Data Protection Policy](#)

It is the responsibility of the **Head of Centre** to ensure that his/her centre... has in place the following policies available for inspection... a written data protection policy ([GR 5.3](#))

The centre will... ensure that all candidate data where required by the awarding body has been supplied to the awarding bodies within the terms of the General Data Protection Regulation, the Data Protection Act 2018 and the Freedom of Information Act 2000, and that candidates have been properly informed that this data has been transferred to the awarding bodies (see section 6, for more information)... ([GR 5.8](#))

Ensures the centre's equalities policy demonstrating the centre's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting, and implementing access arrangements

Equalities Policy

Diversity Equality and Inclusion Policy

It is the responsibility of the **Head of Centre** to ensure that his/her centre... has in place the following policies available for inspection... a written equalities policy

...delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates

The Head of Centre/Senior Leadership team will... recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010[†]. This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates;

[†]for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect ([GR 5.3, 5.4](#))

Has in place a Whistleblowing Policy

[Whistleblowing Policy](#)

has in place the following policies available for inspection:... a written Whistleblowing Policy; ([GR 5.3z](#))

Examinations Officer

Manages the administration of public and internal examinations:

Follows the instructions contained in the JCQ '*Instructions for conducting examinations*' (yearly publication) for public examinations

Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards

Oversees the production and distribution to staff and candidates of a calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events and publishes examination information on the College website and VLE

Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them

Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines

Provides and confirms detailed data on estimated entries

Receives, checks and stores securely all examination papers and completed scripts

Ensures that all question papers are given to the invigilators who start the examination, and that all public examination stationery is available in the examination room

Administers access arrangements (in conjunction with the Head of Learning Support) and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*

Identifies and manages examination timetable clashes

Accounts for income and expenditures relating to all examination costs/charges

Liaises with the Deputy Head Academic in organising the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of examinations

Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule

Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests

Maintains systems and processes to support the timely entry of candidates for their examinations

Ensures a procedure is in place to verify candidate identity including private candidates

Candidate Identification Procedure

The Examinations Officer will;

On the day of the examination ensure candidate cards are present on each examination desk. The card shows the name and a photograph of each candidate entered for the current examination.

Provides a photograph list of all the students in the year group to the invigilators.

Provides a seating plan including the legal name and candidate number for all candidates and details of any access arrangements.

Informs invigilators of all changes to the seating plan.

Ensures all invigilators are aware of the current JCQ regulations for identifying candidates.

If there is a private/external candidate or a transferred candidate who is not known to the centre they will be asked to show photographic documentary evidence to prove that they are the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence (ICE 16.2)

If a candidate is wearing religious clothing, such as a veil, the examinations officer would ask them to reveal their face in a private room prior to entering the examination room. Candidates are informed in advance of this procedure and well before their first examination. Once identification has been established, the candidate replaces, for example, their veil, and proceeds as normal to sit the examination. Invigilators will:

Once the examination has started walk up and down and checking the seating plan. They do this using the candidate cards, checking the identities at the same time.

The centre will... verify the identity of all students that they enter for examinations or assessments. The centre must be satisfied that all candidate identities have been checked, whether as part of the initial registration process, or in the case of private candidates through a verification process which involves photo-ID ([GR 5.6](#))

The centre will... have in place written procedures to verify the identity of all candidates at the time of the examination or assessment... ([GR 5.9](#))

Invigilators must establish the identity of all candidates sitting examinations.

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

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

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

Invigilators must be informed of those candidates with access arrangements and must be made aware of the access arrangement(s) awarded. ([ICE 16](#))

Data Manager

prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made

Deputy Head Academic

External validation of courses followed at key stage 4 / post-16

Notes the internal deadlines in the annual examinations plan and directs teaching staff to meet these

Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in examination rooms

Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

SENCo

Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements requirements

Gathers evidence to support the need for access arrangements for a candidate

Liaises with teaching staff to gather evidence of normal way of working of an affected candidate

Determines candidate eligibility for arrangements or adjustments that are centre delegated

Gathers signed Personal data consent, Privacy Notice (AAO) and Data Protection confirmation forms (from candidates where required)

Liaises with the International Department regarding access arrangements for international students

Applies for approval through Access arrangements online (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO

Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate)

Employs good practice in relation to the Equality Act 2010

Liaises with the EO regarding examination arrangements for access arrangement candidates

Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the arrangement(s) and keeps a record of the content of training provided to facilitators for the required period

Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the examination room

Responsible for the determining access arrangements for the admissions process in the line with the Access arrangements for entrance test applicants who have special educational needs policy Appendix H

Heads of Department

Ensures teaching staff undertake key tasks, within the examinations process and meet internal deadlines set by the EO and SENCo

Ensures teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications

Ensures teaching staff attend relevant awarding body training and update events

Offers guidance to candidates who are unsure about examination entries or amendments to entries

Ensures accurate completion of coursework mark sheets and declaration sheets

Ensures accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer

Responds (or ensure teaching staff respond) to requests from the Examinations Officer on information gathering

Informs the Examinations Officer of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body.

Assists candidates and the Examinations Officer in post results procedures.

Head of Rhetoric

Provides guidance and careers information following results

Assists candidates and the Examinations Officer in post results procedures

Teachers

Notification of access arrangements to Learning Support Department (as soon as possible after the start of the course)

Liaison with the International Department regarding access arrangements for international students

Submission of candidate names to Heads of Department

Invigilators

Attends all Invigilation and Child Protection training as directed by the Examinations Officer or Assistant Head (Pastoral)

Reads and understands JCQ 'Instructions for conducting examinations' (yearly publication) as provided by the Examinations Officer

Arrives promptly for every examination.

Collects examination papers and other material from the examination office before the start of the examination.

Ensures the precise time of starting and ending the examination is recorded on the board.

Ensures the examination room clock is the official time.

Verifies examination entry lists and papers prior to the start of an examination

Collects all examination papers in the correct order at the end of the examination and returns those to the examination office

Reports any problems about external examinations to the Examinations Officer, immediately who must be spoken to personally

Ensures that all completed scripts are taken to the Examinations Officer immediately

Ensures that examination rooms are left in good order after an examination and locked

Candidates

Confirms and signs examination entries, and completes all administration relating to examinations by the notified deadlines

Reads and understands the Student Information Booklet for Public Examinations and the Examination Regulations from JCQ and CAIE both available on the VLE and The College website.

Understands coursework regulations and signs a declaration that authenticates the coursework as their own

In external examinations, any candidate found engaging in any form of malpractice will be sanctioned according to JCQ guidelines

Candidates may only have equipment necessary to the examination on their desks

Candidates must always observe invigilators instructions, particularly about silence

Are aware that during internal and mock examinations all members of the College must attend even on days when they have no examinations

Are aware that members of the College without examinations below Rhetoric must study in their appropriate examination rooms or as directed by the lead invigilators, and equip themselves to do so

Are aware all candidates remain in the examination room for the duration of a paper

Are aware that in internal examinations, any candidate found engaging in any form of malpractice will be given no marks in that paper and the fact recorded in the end of term report

Inadequate performance in internal examinations may result in students being required to sit the papers again before the start of the next term

Administrative Staff

Are responsible for:

Receipt of examination papers from the relevant Examination Boards and secure delivery to the Examinations Officer or Examination contingency, in line with JCQ instructions

Receipt of completed scripts from the EO for posting or Courier

Posting or courier service of certificates.

The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the Head of Centre.

The statutory tests and qualifications offered are IGCSE, GCSE and A levels.

The subjects offered for these qualifications in any academic year may be found in the College's published prospectus for that year and on the College website. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed by 20th September of the given academic year.

At key stage 3

All candidates will follow a core curriculum. The school will consider the use of intervention or booster strategies in connection with any candidates who are unlikely to attain the minimum level. At key stage 3, we do not assess externally.

Decisions on whether candidates should not take an individual subject will be taken in consultation with the candidates, parents/carers, Head of Learning Support, subject teachers and the Deputy Head Academic

At key stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

At key stage 5

A Level and some AS Level options are offered.

Examination seasons and timetables

Examination seasons

Mock examinations are scheduled in January/February for Poetry and Rhetoric II and internal examinations in May/June for Elements to Syntax and Rhetoric I

Bounds classes are assessed against WHML criteria once per term in every subject. Syntax and Poetry receive regular tests using examination material. Internal examinations (Elements to Syntax and Rhetoric 1) occur during the Trinity term and are reported to parents in the reports / grade sheets at the end of that term.

Departments should, as far as possible set common papers across streams and sets. Failing this, moderation should be undertaken so that the letter grades shown on reports have an equivalent meaning. Examination mark schemes must be criteria based to allow for accurate reporting to parents.

All internal mock examinations are held under external examination conditions for Key Stages 4 and 5, GCSE and AL groups and are invigilated by teaching staff for Key stage 3 and some internal assessments at KS 4 and 5.

External (public) examinations are scheduled in October/November (for re-sits of English and Mathematics GCSEs only) and May/June.

The public examination series used in the centre are decided by the Head of Centre, Deputy Head Academic and the Heads of Department.

| | By end of Michaelmas | January | By end of Lent | May | June |
|--------------|---------------------------------|-------------------|---|-----------------------|------|
| Elements | WHML assessments | | WHML assessments | Internal Assessments | |
| Rudiments | | | | Internal Assessments | |
| Grammar | | | | Internal Assessments | |
| Syntax | Class tests using GCSE material | | Class tests using GCSE material | Internal Assessments | |
| Poetry | | Mock examinations | | External examinations | |
| Rhetoric One | Assessments | | Timed questions. Past paper practice Internal examinations | | |
| Rhetoric Two | Class tests | Mock examinations | Timed questions. Past paper practice. | External examinations | |

Timetables

The Examinations Officer will circulate the examination timetables for both external and internal examinations once these are confirmed. They will be published on the College website and parents will be notified.

Entries, entry details, late entries, and retakes

Entries

Candidates are selected for their examination entries by the Head of Rhetoric, Heads of Department, and the Deputy Head Academic.

A candidate or parent/guardian can request a subject entry, change of level or withdrawal. All such requests will be reviewed by the Deputy Head Academic before approval.

With the exception of Maths, there are to be no early entry to public examinations in Syntax or before, without the prior agreement of the Deputy Head Academic.

With the new GCSEs, there is the limited availability of public examination for Syntax. Departments should note the rules of these examinations and consult with the Deputy Head Academic and the Examinations Officer before making any entries.

The College only accepts external entries from former students, and this is actioned following parental request and arranged by the Examinations Officer following prior agreement from the Deputy Head Academic.

Late entries

Entry deadlines are circulated to all Heads of Department via noticeboard and email.

Late entries are authorised by the Deputy Head Academic, Heads of Department and Examinations Officer.

Retakes

No resit examination entries may be made without a contract signed by the Deputy Head Academic, the Head of Department and parent. This contract will then be handed to the Examinations Office to ensure entries are made. No entries will be made without such contracts.

(See also Examination fees)

Examination fees

GCSE examination entry fees are paid by the candidates.

AS & A2 examination entry fees are paid by the candidates.

Late entry or amendment fees are normally paid by the 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.

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

Any reimbursement of fees will be at the discretion of the Head of Centre.

Retake fees for first and any subsequent retakes are paid by the candidates.

Candidates must pay the fee for a Review of Result before any application can be made.

(See also Reviews of Results [RoR])

Special needs

A candidate's special needs requirements are determined by the Head of Learning Support.

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

Access arrangements

Making special arrangements for candidates to take examinations is the responsibility of the Head of Learning Support and the Examinations Officer.

There is a specific protocol for the use of word processor (appendix E), in examinations. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Head of Learning Support and the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the Head of Learning Support and the Examinations Officer.

Invigilation and support for access arrangement candidates will be organised by the Head of Learning Support with the Examinations Officer.

Arrangements to sit in a separate/ smaller exam venue, or with other specific seating arrangement, will be decided based on the guidelines as outlined in the JCQ regulations (See Alternative rooming Policy Appendix H)

The process for any Access arrangements for Entrance Exams is detailed in Access Arrangements for entrance test applicants Appendix I

Estimated grades for Examination Boards

The Heads of Department and the Heads of Subject will submit estimated grades to the Examinations Officer when requested by the Examinations Officer.

Managing invigilators and examination days

Managing invigilators

External invigilators will be used for examination supervision.

They will be used for external examinations and mock examinations for Poetry and Rhetoric wherever possible.

The recruitment and training of invigilators is the responsibility of the Examinations Officer

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the College's HR Department. CRB fees for securing such clearance are paid by the College.

Invigilators are timetabled and briefed by the Examinations Officer.

Invigilators' rates of pay are set by the College's HR Department.

Examination days

The Examinations Officer will book all examination venues after liaison with other users and make the question papers, other examination stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The invigilator will start all examinations in accordance with JCQ guidelines.

Senior staff may be present outside the examination venue before the start of the examination, to assist with identification of candidates.

Senior members of centre staff, approved by the Head of Centre, who have not taught the subject being examined, may be present at the start of the examination(s).

In practical examinations, subject teachers may be on hand in case of any technical difficulties.

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session.

Papers will be distributed to Heads of Department between 24 and 72 hours after the examination in question, dependant on the rules of the awarding body.

Candidates, clash candidates and special consideration

Candidates

The College's published rules on acceptable dress and behaviour and JCQ's published regulations regarding candidates' use of mobile phones and all electronic devices apply at all times.

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

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

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

Clash candidates

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

Special consideration

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

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

The Examinations Officer will then apply to the relevant awarding body, within seven days of the examination, for special consideration.

Coursework and appeals against internal assessments

Coursework

Please refer to the College's Non-examination Assessment Policy (Appendix D).

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

Heads of Department will ensure all coursework is ready for despatch at the correct time and the Examinations Officer will keep a record of what has been sent, when and to whom.

Marks for all internally assessed work are provided to the Examinations Officer by the Heads of Subject and the Heads of Department.

Appeals against internal assessments

Please refer to the College's policy on Appeals against Internal Assessments (Appendix B1).

Results, Reviews of Results (RoR) and access to scripts (ATS)

Results

Candidates will receive individual results slips on results days either in person at the centre, or by accessing the Student portal on the VLE, or, for international students only, by email (by prior arrangement). Any results slips not collected from the centre on results day, will be sent by 2nd Class post.

Candidates are responsible for supplying the correct address to the School Office before their last examination.

Arrangements for the school to be open on results days are made by the Head of Centre.

The provision of staff on results days is the responsibility of the Head of Centre.

RoRs

RoRs may be requested by candidates in consultation with the Deputy Head Academic and Heads of Department if there are reasonable grounds for believing there has been an error in marking.

All applications for RoR's must be in writing from the candidate, before the published internal deadline.

When the College does not uphold an RoRs, a candidate may apply to have an enquiry carried out subject to consent from the pupil, parent, and a member of SLT. (See Internal Appeals Procedure (Reviews of Results and Appeals) Appendix C1)

If a higher grade is awarded following a re-mark, fees for the service may be waived.

ATS

If a result is queried, the Examinations Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a review of marking, by applying for a copy of the examination script, which may incur a fee.

Centre staff may also request scripts for investigation or for teaching purposes. In all instances, the consent of candidates must be obtained first.

Reviews of Results cannot be applied for once an original script has been returned.

Certificates

Certificates are posted (signed for delivery) to addresses within the UK only. International students may make arrangements with the College Office for the secure despatch of their certificates via courier service, and this may incur a cost to be borne by the student.

Certificates may be collected on behalf of a candidate by a third party, only if the candidate has provided prior written consent to the Examinations Officer. Proof of identity will need to be provided at the time of collection.

A transcript of results may be issued if a candidate agrees to pay the costs incurred.

The centre retains certificates for one year before confidentially destroying them. A record of those destroyed is kept in the Examinations Office.

Frequency of review: Annually

Policy last reviewed: Michaelmas 2023

Next review date: Michaelmas 2024



ST EDMUND'S COLLEGE

Examinations Contingency Plan

2023/2024

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide

St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.

| | |
|------------------------------------|---|
| Date policy last reviewed: | Michaelmas 2023 |
| Current policy approved by: | St Edmund's College Governing Body |
| Current policy reviewed by: | Exams Officer |
| Date of next review : | Michaelmas 2024 |

Key staff involved in exam contingency planning

| Role | Name(s) |
|----------------------|--------------------------|
| Head of centre | Matthew Mostyn |
| Senior leader(s) | Sarah Sanders/Rhona West |
| Examinations officer | Emma Waite |
| SENCo | Nikki Wells |

This plan is reviewed and updated annually to ensure that exam contingency planning at St Edmund's College is managed in accordance with current requirements and regulations.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process.

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 at St Edmund's College.

Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication, ['What schools and colleges and other centres should do if examinations or other assessments are seriously disrupted'](#) , the JCQ **Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations** (Effective from 1 September 2023)

This plan details how St Edmund's College complies with the [JCQ's General Regulations for Approved Centres](#) (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. . The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

The Head of Centre will also ensure that as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of Centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself. ([GR 5.3](#))

Possible causes of disruption to the exam process

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

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 examinations plan not produced identifying essential key tasks, key dates and deadlines.
- sufficient invigilators not recruited

Entries

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

Pre-examinations

- Invigilators not trained or updated on changes to instructions for conducting examinations.
- Exam timetabling, rooming allocation; and invigilation schedules not prepared.
- Candidates not briefed on exam timetables and awarding body information for candidate's
- Confidential exam/assessment materials and candidates' work not stored under required secure conditions
- Internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Examination time

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

Results and post-results

- Access to examination results affecting the distribution of results to candidates
- The facilitation of post-results services

Centre actions to mitigate the impact of the disruption listed above

- Examinations Officer (EO) draws up calendar of key tasks and deadlines, both internal and external, at beginning of the year, which can be accessed by the Head of Centre (HoC) and the Senior Leadership Team.
- EO to keep relevant iSAMs and exam process manuals that can be accessed by the HoC at any time.
- HoC to have access to iSAMS exam module to make entries, and access to exam boards to submit coursework marks and samples.
- EO to inform the HoC of any absence in good time so that the smooth running of examinations can be ensured. A folder will be made up during each exam period detailing which examinations are taking place, with seating plans, access arrangement information, rooms, candidate lists, attendance registers and invigilator lists and can be found in the examinations office clearly labelled.
- EO, HoC and Deputy Head Academic to have access to the secure room and exam storage safes. Exam papers to be stored in date order to ensure they are easily found.
- HoC access and upload results using the manuals stored in the Examinations Office.
- EO to be able to work remotely if appropriate.

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

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

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements
- Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- Evidence of need and evidence to support normal way of working not collated

Pre-examinations

- Approval for access arrangements not applied for to the awarding body
- Centre-delegated arrangements not put in place
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- Staff (facilitators) providing support to access arrangement candidates not allocated and trained

Examination time

- Access arrangement candidate support not arranged for examination rooms

Centre actions to mitigate the impact of the disruption listed above

- Ensure an additional SEN member of staff trained in administration of access arrangements.
- The SEN team to keep a list of external assessors to facilitate testing/assessing.
- EO trained to apply for access arrangements.
- EO to oversee AA candidate arrangements.
- Invigilators trained to support SEN team.

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

Key tasks not undertaken including:

- Early/estimated entry information not provided to the examinations officer on time; resulting in pre-release information not being received.
- Final entry information not provided to the examinations officer on time; resulting in candidates not being entered for examinations/assessments or being entered late/late or other penalty fees being charged by awarding bodies.
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled.
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking.
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines.

Centre actions to mitigate the impact of the disruption listed above

- Heads of Department (HoD) to oversee all departmental examination related tasks including estimated entries, non-examination assessments and coursework marks, and ensure processes are in place to complete these in good time. HoD will ensure candidates are made aware of all deadlines.
- EO to provide HoD with coursework deadlines, examination windows etc at the start of the examination cycle.
- Awarding bodies to be made aware of any potential issues, and advice obtained from them as soon as possible.
- HoC to recruit temporary teachers to provide support if required.

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

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

Centre actions to mitigate the impact of the disruption listed above

- EO to manage the bank of invigilators available to the college, recruiting and training new members as and when required but well in advance of the examination periods.
- EO to advise invigilators of examination dates in good time to avoid unavailability.

- EO to ensure a reserve invigilator booked on every examination day.
- Administration staff to be trained to invigilate in case of emergencies.

5. Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice

- EO unable to identify sufficient/appropriate rooms during examinations timetable planning.
- Insufficient rooms available on peak exam days.
- Main examination venues unavailable due to an unexpected incident at examination time.

Centre actions to mitigate the impact of the disruption listed above

- Where main examination venue(s) are unavailable due to an unexpected incident at examination time, make use of other available rooms within the centre where possible, prioritising candidates whose progression will be severely delayed if they do not take their examination or timetabled assessment when planned. If the Douay Hall, or Galilee Chapel cannot be used, examinations will be relocated to the Butler Hall which is a separate building.
- Identify whether the examination or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body.
Alternative venue details: To be confirmed
- Communicate with candidates (and where appropriate, parents/guardians) any changes to the examination or assessment timetable or venue.
- Communicate with candidates (and where appropriate, parents/carers) any changes to the examination or assessment timetable or to the venue.
Communication details: Candidates, Parents and Carers will be informed via email, the VLE, Parentmail, and Parent Portal.
- EO to ensure the secure transportation of question papers or assessment materials to the alternative venue.
- After the examination consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

6. Cyber Attack.

- In the event of a cyber-attack the College will execute the Incident Response Plan as detailed in the College's Information Security Policy, overseen by the Bursar who has been appointed as the Data Protection Controller.
- EO to inform the Awarding bodies immediately to ensure the protection of awarding body secure sites
- IT to carry out routine backups of all data held on the computer network. These will be tested regularly to ensure data can be recovered in case of loss of live systems, as detailed in the College's Information Security Policy.

7. Failure of IT systems

- iSAMS or IT system failure at final entry deadline.
- iSAMS or IT system failure during examinations preparation.
- iSAMS or IT system failure at results release time.

Centre actions to mitigate the impact of the disruption listed above

- In the event of an iSAMS system failure at crucial times during the examination cycle the ICT Manager will be informed as soon as possible and every step will be taken to reinstate iSAMS to working condition.
- Examination boards will be notified in good time and steps will be taken to continue proceedings using manual systems.
- IT support to be in college during examination pre-release results days, and results days.

8. Emergency evacuation of the exam room (or Centre lockdown)

Whole Centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their examinations.

Centre actions to mitigate the impact of the disruption listed above

- The Centre will refer to and invoke its emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure'.
- EO contact the relevant awarding body as soon as possible and follow its instructions.
- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- (after the exam) Consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.

9. Disruption of teaching time in the weeks before an exam - centre closed for an extended period

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

Centre actions to mitigate the impact of the disruption listed above

- The Centre will recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- The Centre will facilitate alternative methods of learning.
- Communicate with candidates (and where appropriate, parents/carers) information relating to those alternative methods of learning
Communication details: Candidates, Parents and Carers will be informed via email, the VLE, Parentmail, and Parent Portal.
- Take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available.
- Take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations.
- Advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date.

10. Candidates unable to take examinations because of a crisis - centre remains open

The Centre will:

- Take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- Discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
Communication details: Candidates, Parents and Guardians will be informed via, email, the VLE, Parentmail, and Parent Portal.
- Consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

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

The Centre will:

- Take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- Contact the relevant awarding body as soon as possible and follow its instructions
- Discuss alternative arrangements with the awarding body if the exam or assessment cannot take place and follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- Where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

- Communicate with candidates (and where appropriate, parents/guardians) any changes to the exam or assessment timetable or to the venue
Communication details: Candidates, Parents and Guardians will be informed via, email, the VLE, Parentmail, and Parent Portal.
- Consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Alternative venue details:

If the Douay Hall, or Galilee Chapel cannot be used, examinations will be relocated to the Butler Hall which is a separate building.

12. Disruption in the distribution of examination papers

The Centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions and follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- Understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- Communicate with candidates (and where appropriate, parents/guardians) any changes to the exam or assessment timetable or to the venue

13. Disruption to the transportation of completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts/assessment evidence the EO will

- Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, seek advice from awarding bodies and will not make its own arrangements for transportation unless told to do so by the awarding body
- For any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ's Instructions for Conducting Examinations
- Ensure the secure storage of completed examination scripts until collection

14. Assessment evidence is not available to be marked

In the event of large-scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked or completed examination scripts/assessment evidence not reaching awarding organisations. the centre will:

- Liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- Where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

15. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

- The Centre will make arrangements to access its results at an alternative venue in agreement with the relevant awarding body
- Make arrangements to coordinate access to post results services from an alternative venue
Alternative venue details: If the King Room is unable to be used to distribute results, then the results and post results services will be relocated to the Douay Hall or Butler Hall which are separate buildings.
- Contact the relevant awarding body if electronic post results requests are not possible
- Inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services
Communication details: Candidates, Parents and Guardians will be informed via, email, the VLE, Parentmail, and Parent Portal.

Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

- [Cyber Security Standards in schools and colleges](#)
- [Cyber crime and cyber security: a guide for education providers](#)
- [DfE Cyber Security Guidance - March 2023](#)

Ofqual

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 5 October 2023) www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

"This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC). In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

Disruption to assessments or exams

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

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

You may also wish to see the [JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Exam planning

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

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

In the event of disruption

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

After the exam

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

Steps the awarding organisation should take

Exam planning

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

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

In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

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

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

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

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

See also [JCQ's guidance on special consideration](#)

Wider communications

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

The [DfE in England](#), the [DfE in Northern Ireland](#), and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption, and ensure that they are kept updated until the matter is resolved.

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

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

Widespread national disruption to the taking of examinations or assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

We will update this page as necessary, with any further relevant links, should national disruption occur.

General contingency guidance

- [emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England

- [exceptional closure days](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre"

JCQ

JCQ guidance taken directly from [Instructions for conducting examinations 2023-2024](#) section 15, **Contingency planning**

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

Further information may be found at: www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

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

15.3 All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2024. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

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

In the event that there is national disruption to a day of examinations in summer 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

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

Links to other JCQ documentation

[JCQ Joint Contingency Plan](#)

[JCQ Preparing for disruption to examinations](#)

[JCQ Notice to Centres - exam contingency plan](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

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

GOV.UK

Emergency planning and response: Exam and assessment disruption

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

National Cyber Security Centre

The NCSC's free Web Check and Mail Check services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the NCSC website.

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

- Further ransomware attacks on UK education by cyber criminals
- Ransomware advice and guidance for your IT teams to implement
- Offline backups in an online world
- Backing up your data
- Practical resources to help schools improve their cyber security
- Building Resilience: Ransomware, the risk to schools and ways to prevent it
- School staff offered training to help shore up cyber defences

Frequency of review: Annually

Policy last reviewed: Michaelmas 2023

Next review date: Michaelmas 2024



ST EDMUND'S COLLEGE

Conflicts of Interest Policy

2023/2024

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide

St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.

| | |
|-----------------------------|-----------------------------------|
| Date policy last reviewed: | |
| Current policy approved by: | St Edmunds College Governing body |
| Current policy reviewed by: | Exams Officer |
| Date of next review : | Michaelmas 2024 |

Key staff involved in the policy

| Role | Name |
|-----------------------------|-------------------|
| Head of Centre | Mr Matthew Mostyn |
| Senior leader(s) | Mrs Sarah Sanders |
| Exams officer | Mrs Emma Waite |
| Other staff (if applicable) | |

Conflicts of Interest Policy

This policy is reviewed and updated annually to ensure that conflicts of interest at St Edmund's College are managed in accordance with current requirements and regulations.

Reference in the policy to **GR** relates to relevant sections of the current JCQ publication **General Regulations for Approved Centres**.

Introduction

It is the responsibility of the Head of Centre to ensure that St Edmund's College has a written conflicts of interest policy in place available for inspection. This policy confirms that St Edmund's College:

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

and maintains clear records of **all instances** where:

- Exams Office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- Centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- Centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the policy

The purpose of this policy is to confirm how St Edmund's College manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect any declaration of interest from all centre staff to identify and manage any potential conflicts of interest.

Declaration process

An electronic declaration of interest form is sent to all College Staff in September. Completed forms must be returned to the Exams Officer by within 5 days of the form being sent.

Managing conflicts of interest

A conflicts of interest log is maintained, and any potential conflict declared by Centre staff centrally recorded in the log. The relevant awarding body/bodies is/are informed (where required by the nature of the conflict) of specific conflicts of interest/centre staff declarations before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process. The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

Roles and responsibilities

The role of the Head of Centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3)
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3)
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3)
- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)

The role of the Exams Office/Officer

- Ensure the process for collecting declarations of interest is undertaken

Identify and follow the awarding body's administrative process for submitting details of members of staff who are:

- Taking qualifications which include internally assessed components/units at their own Centre

- Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units (GR 5.3)
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3)



ST EDMUND'S COLLEGE

Procedure for Appeals against Internal Assessments in External Qualifications 2023/2024

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide

St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.

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| Date policy last reviewed: | Michaelmas 2023 |
| Current policy approved by: | St Edmund's College Governing body |
| Current policy reviewed by: | Exams Officer |
| Date of next review : | Michaelmas 2024 |

Key staff involved in the policy

| Role | Name |
|-----------------------------|-------------------|
| Head of Centre | Mr Matthew Mostyn |
| Senior leader(s) | Mrs Sarah Sanders |
| Exams officer | Mrs Emma Waite |
| Other staff (if applicable) | |

This policy confirms St Edmund's College compliance with JCQ's General Regulations for Approved Centres that the Centre will:

- have in place and be available for inspection purposes, 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: (JCQ GR 5.7f)
- before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking: (JCQ GR 5.7c)

St Edmund's College is committed to ensuring that whenever its staff assess the work of candidates for external qualifications, this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

All Centre staff follow a robust Non-examination Assessment Policy (for the management of non-examination assessments). This policy details all procedures relating to non-examination assessments for relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow.

Candidates work will be marked by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The work of candidates must be produced and will be authenticated according to the requirements of the awarding body. When assessment of a piece of work is divided among several staff, consistency will be maintained by internal moderation and standardisation.

On being informed of their centre assessed marks if a candidate feels that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, they should first discuss the matter with the Head of Subject. If the problem cannot be resolved in this way, the candidate may request a review of the Centre's marking before the marks are submitted to the awarding body using the formal appeal procedure described below.

The Appeal Procedure

Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at St Edmund's College 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

- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
- Inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
- Provide candidates with sufficient time to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review, they will need to explain what they believe the issue to be
- The parent or guardian of the candidate, but not the candidate acting alone, must write to the Deputy Head Academic. The application must be made as soon as the circumstances become known and always before the deadline stated on the Request for Review form.
- The Deputy Head and two other experienced members of the teaching staff, not directly involved in the assessment in question, will conduct the appeal. If the Deputy Head was directly involved in the assessment in question, or is otherwise unable to investigate, the Head of Centre will appoint another Senior Manager in their place.
- The teachers who conduct the appeal will decide whether the procedures used for the internal assessment conformed to the requirements of the awarding body and the candidate's mark is consistent with the standard set by the centre.
- The outcome of the appeal will be reported in writing to the candidate and their parents or guardian within five working days. Any changes made to the assessment of the work, any changes made to improve the College's application of the procedures, and any correspondence with the awarding body will also be reported.
- A candidate who is not happy with the written response received may request a personal hearing. The date for this will be set not less than three days following the placing of the request. A candidate will be given access to all relevant documents and, if presenting their own case, be allowed to be accompanied by a (single) friend / carer.
- The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint under the College's complaints procedure. The College will notify the awarding body of any outcome of the appeal that has implications for the conduct of the examinations or the issue of results. A written record of the appeal will be kept and must be made available to the awarding body at their request.

Deadlines and timescales

- Upon request, copies of materials will be made available to the candidate within 2 calendar days
- The deadline to request a review of marking must be made within 5 calendar days of the candidate receiving copies of the requested materials
- The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 7 calendar days
- All actions must be completed within 14 calendar days of receiving the centre assessed marks and all before the awarding body's deadline for the submission of marks

Notes

- The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.
- Appeals against the marking of externally assessed examinations components are dealt with after the publication of results according to procedures published by the awarding bodies.
- More information about the awarding bodies' procedures may be obtained from the School's Examination Officer.
- Further copies of this document may be obtained on request from the Deputy Head or Examinations Officer. It is also published on the College website www.stedmundscollege.org



ST EDMUND'S COLLEGE

Internal Appeals Procedure (Reviews of Results and Appeals)2023/24

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide

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| Date policy last reviewed: | Michaelmas 2023 |
| Current policy approved by: | St Edmund's College Governing body |
| Current policy reviewed by: | Exams Officer |
| Date of next review : | Michaelmas 2024 |

Key staff involved in the policy

| Role | Name |
|-----------------------------|-------------------|
| Head of Centre | Mr Matthew Mostyn |
| Senior leader(s) | Mrs Sarah Sanders |
| Exams officer | Mrs Emma Waite |
| Other staff (if applicable) | |

This procedure is reviewed and updated annually to ensure that appeals against any decision at St Edmund's College not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal are managed in accordance with current requirements and regulations.

Reference in this procedure to GR refers to the JCQ publication **General Regulations for Approved Centres**.

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed at St Edmund's College)

If teaching staff at St Edmund's College or a candidate (or his/her parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is available for externally assessed components of both unitised and linear GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at St Edmund's College for dealing with candidate appeals relating to any centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must have available for inspection purposes and draw to the attention of candidates and their parents/carers, a

written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
 - Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking
- Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by The Exams Officer and the Head of Department on results day.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, St Edmund's College will:

- Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, etc., when made available by the awarding body, to determine if the concern may be justified

For written components that contributed to the final grade, St Edmund's College will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking

In all other instances:

- Consider accessing the script by:
 - (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline OR
 - (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect written consent/permission from the candidate to access the script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

For moderated components that contributed to the final grade St Edmund's College will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a Review of Results service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for all candidates

in the original sample

Candidate consent

St Edmund's College will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results

Centre actions in the event of a disagreement (dispute)

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, St Edmund's College will:

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the Centre by the deadline set by the Centre
- For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required fee) for the Centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by the parent or guardian of the candidate, but not the candidate acting alone, in writing to the Head of Centre at least 14 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal 7 calendar days before the internal deadline for review of results.

Appeals

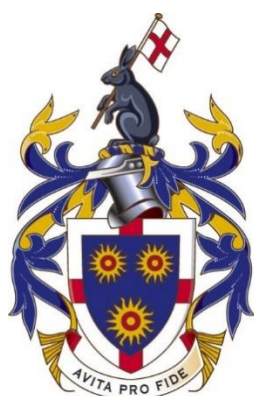
Following a Review of Results outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal.

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 Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the Centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. 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.

To submit an internal appeal:

- An internal appeals form should be completed and submitted to the Centre within the time specified by the centre from the notification of the outcome of the review of the result
- Subject to the Head of Centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer)
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre



ST EDMUND'S COLLEGE

Non-examined Assessment Policy & Risk Management Process

2023/24

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Avita Pro Fide

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| Date policy last reviewed: | |
| Current policy approved by: | St Edmund's College Governing body |
| Current policy reviewed by: | Exams Officer |
| Date of next review : | Michaelmas 2024 |

Key staff involved in the policy

| Role | Name |
|-----------------------------|-------------------|
| Head of Centre | Mr Matthew Mostyn |
| Senior leader(s) | Mrs Sarah Sanders |
| Exams officer | Mrs Emma Waite |
| Other staff (if applicable) | |

This policy is reviewed and updated annually to ensure that non-examination assessments at St Edmund's College are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA refers to the JCQ publication **Instructions for conducting non-examination assessments**.

Introduction

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 (NEA, section 1)

The regulator's definition of an examination is very narrow. 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'. (NEA, Foreword).

Purpose of the policy

The purpose of this policy is to confirm that St Edmund's College adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

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

The basic principles

Head of Centre role and responsibilities:

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments**, confirming:
- 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 (A Level Sciences) prescribed practical activities
- Ensures the Centre's **Non-examination Assessment Policy** is fit for purpose and covers all types of non-examination assessment
- Ensures the Centre's internal appeals procedure clearly details the process 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 leader role and responsibilities:

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

Additional responsibilities:

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

Head of Department role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication Instructions for conducting non-examination assessments and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Work with the Senior leader to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers
- Ensure the Exams Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is

made as a separate unit entry code) to the internal deadline for entries

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication Instructions for conducting non-examination assessments
- Where these may also be provided by the awarding body, understand, and comply 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
- Mark internally assessed work to the criteria provided by the awarding body

Exams Office/Officer role and responsibilities:

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

Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents **Information for candidates - non-examination assessments** and **Information for candidates - Social media**
- Ensure candidates understand and comply with the regulations in relevant JCQ Information for

candidates documents

- Ensures candidates:
 - understand that information from all sources must be referenced
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide 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
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher role and responsibilities:

- Refer 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
- Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
- By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher role and responsibilities:

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

Collaboration and group work

Subject teacher role and responsibilities:

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

Authentication procedures

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- Ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- Sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications Instructions for conducting non-examination assessments and inform a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher role and responsibilities:

- Obtain 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
- Instruct candidates to present work as detailed in the JCQ publication Instructions for conducting non-examination assessments unless the awarding body's specification gives different subject-specific instructions
- Instruct 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

- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication Instructions for conducting non-examination assessments
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind 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 (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking - externally assessed components

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ publication Instructions for conducting

examinations

- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams Office/Officer role and responsibilities:

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

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable

Exams Office/Officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Task marking - internally assessed components Marking and annotation

Head of Centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Head of Department role and responsibilities:

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

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body

- Annotate 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
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the Head of Department or as indicated in the Centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Head of Department role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensure 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
 - Retain evidence that internal standardisation has been carried out

Subject teacher role and responsibilities:

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

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit 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, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit 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
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the

moderator in addition to the sample requested

- Ensure 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
- Submit any supporting documentation required by the awarding body/Provide the Exams Officer with any supporting documentation required by the awarding body

Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure 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
- Ensure 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
- Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Exams Office/Officer role and responsibilities:

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

External moderation - the process

Subject teacher role and responsibilities:

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

External moderation - feedback

Head of Department role and responsibilities:

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

Exams Office/Officer role and responsibilities:

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

Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

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

SENCo role and responsibilities:

- Follow the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role Additional responsibilities:

Special consideration and loss of work

Subject teacher role and responsibilities:

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

Exams office/officer role and responsibilities:

- Refer 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
- Refer to/directs relevant staff where applicable to **Form 15 - JCQ/LCW** (lost work) and where applicable submits to the relevant awarding body

Malpractice**Head of Centre role and responsibilities:**

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or Centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures
- Ensure 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 ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates - non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates - Social Media
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre

Exams office/officer role and responsibilities:

- Signpost the JCQ publication Suspected Malpractice: Policies and Procedures to the Head of Centre
- Signpost the JCQ Notice to Centres - Sharing NEA material and candidates' work
- Signpost candidates to the relevant JCQ information for candidates documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of Centre role and responsibilities:

- Is familiar with the JCQ publication Post-Results Services
- Ensure the Centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Head of Department role and responsibilities:

Provide relevant support to subject teachers making decisions about reviews of results

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams Office/Officer role and responsibilities:

- 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...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure 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

Controlled Assessment - Risk Management Process

| Example risks and issues | Possible remedial action | | Staff |
|--|--|---|-------------------------------------|
| | Forward planning | Action | |
| Timetabling | | | |
| Assessment schedule clashes with other activities | Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning | Plan dates in consultation with school calendar – negotiate with other parties | HoD & Departmental Staff |
| Too many assessments close together across subjects or lines of learning | Plan assessments so they are spaced over the duration of the course | Space assessments to at least allow candidates some time between assessments | HoD & Departmental Staff |
| Accommodation | | | |
| Insufficient space in classrooms for candidates | Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment | Use more than one classroom or multiple sittings where necessary | HoD |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities | | HoD |
| Downloading awarding body set tasks | | | |
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases | Book IT equipment well ahead and download tasks before scheduled date of assessment | HoD/ITDept/ Examinations Officer |

| | | | |
|---|---|--|-------------------------------------|
| Teaching staff/assessors unable to access task details | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time | HoD/ITDept/ Examinations Officer |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | HoD/ITDept/ Examinations Officer |
| Absent Candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | | HoD |
| Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching) | Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes | Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited | Examinations Officer/HoD |
| Control levels for task taking | | | |
| Assessment is undertaken under incorrect level of control (time, resources, supervision, and collaboration) | Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | HoD/Subject Teacher & Dept Staff |
| Supervision | | | |

| | | | |
|---|--|---|---------------------------------|
| <p>Student study diary/plan not provided or completed</p> <p>(Not all controlled assessment will require the completion of a study diary or study plan)</p> | <p>Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course</p> | <p>Ensure candidates start, continue and complete study diary/plans that are signed after every session</p> | <p>HoD/Subject Teacher</p> |
| <p>Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility</p> | <p>Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision</p> | | <p>HoD/Subject Teacher</p> |
| <p>Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising</p> | <p>A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.</p> | | <p>HoD/Examinations Officer</p> |
| Task setting | | | |
| <p>Teaching staff/assessors fail to correctly set tasks</p> | <p>Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification.</p> <p>(All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification.)</p> | <p>Seek guidance from the awarding body</p> | <p>HoD/Subject Teachers</p> |
| <p>Assessments have not been moderated as required in the awarding body specification</p> | <p>Check specification and plan required moderation appropriately</p> | <p>Seek guidance from the awarding body</p> | <p>HoD/Subject Teachers</p> |
| Security of materials | | | |

| | | | |
|---|---|--|--|
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security | Request/obtain different assessment tasks | HoD/Examinations Officer |
| Candidates' work not kept secure during or after assessment | Define appropriate level of security, in line with awarding body requirements, for each department as necessary | Take materials to secure storage | HoD/Examinations Officer |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course | Find alternative spaces | HoD/Examinations Officer |
| Deadlines | | | |
| Deadlines not met by candidates | <p>Ensure all candidates are briefed on deadlines/penalties for not meeting them</p> <p>Ensure all deadlines are published well in advance</p> <p>If due to student illness or unforeseen circumstances</p> | Mark what candidates have produced by deadline and seek guidance from awarding body on further action. | <p>HoD</p> <p>HoD/Examinations Officer</p> <p>Examinations Officer</p> |
| Deadlines for marking and/or paperwork not met by teaching staff/ assessors | Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines | Seek guidance from awarding body | HoD |
| Authentication | | | |

| | | | |
|--|---|---|--------------------------|
| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in | Find candidate and ensure form is signed | HoD |
| Teaching staff/assessors fail to complete authentication forms or leave before completing authentication | Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature | Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season | HoD |
| Candidate plagiarises other material | <p>Records confirm that candidates have been issued with the current JCQ document Information for candidates: nonexamination assessments</p> <p>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: nonexamination assessments</p> <p>The candidate's work is not accepted for assessment. A mark of zero is recorded and submitted to the awarding body</p> | | HoD |
| Marking | | | |
| Teaching staff/assessors interpret marking descriptions incorrectly | Ensure appropriate training and practicing of marking. Plan for sampling of marking during the standardisation phase. | Arrange for remarking. Consult awarding body specification for appropriate procedure | HoD/Subject Teachers |
| Centre does not run standardisation activity as required by the awarding body | Ensure HoDs meet regulations for standardisation indicating when & how this will be conducted. | Check with the awarding body whether a later standardisation event can be arranged, if necessary | HoD/Examinations Officer |
| Malpractice | | | |
| Centre staff malpractice | Records confirm that relevant centre staff are familiar with and follow: the current JCQ publication Instructions for conducting non-examination assessments | | HoC |

| | | |
|---|---|-----|
| | the JCQ document Notice to Centres – Sharing NEA material and candidates’ work | |
| Candidate malpractice | <p>Records confirm that candidates are informed and understand they must not:</p> <ul style="list-style-type: none"> • submit work which is not their own • make available their work to other candidates through any medium • allow other candidates to have access to their own independently sourced material • assist other candidates to produce work • use books, the internet, AI or other sources without acknowledgement or attribution • submit work that has been word processed by a third party without acknowledgement • include inappropriate, offensive or obscene material <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - and understand they must not post their work on social media</p> | HoD |
| A candidate is suspected of malpractice prior to submitting their work for assessment | <p>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (Malpractice section) are followed</p> <p>An internal investigation and where appropriate internal disciplinary procedures are followed</p> | HoC |
| Candidate malpractice is discovered during the marking process, | <p>Instructions and processes in the current JCQ publication Instructions for conducting nonexamination assessments (section 9 Malpractice) are followed</p> <p>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed</p> <p>Appropriate internal disciplinary procedures are also followed</p> | HoC |



ST EDMUND'S COLLEGE

Malpractice Policy

2023/2024

Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.

Avita Pro Fide

St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.

| | |
|----------------------------|------------------------------------|
| Centre Name | St Edmund's College |
| Centre Number | 17269 |
| Date policy first created | 13/10/2023 |
| Current policy approved by | St Edmund's College Governing body |
| Current policy reviewed by | Exams Officer |
| Date of next review | Michaelmas Term 2024 |

Key staff involved in the policy

| Role | Name |
|------------------|---------------------|
| Head of Centre | Mr Matthew Mostyn |
| Senior leader(s) | Mrs Sarah Sanders |
| Exams officer | Mrs Emma Waite |
| Other Staff | Heads Of Department |

This policy is reviewed and updated annually to ensure that any malpractice at St Edmund's College is managed in accordance with current requirements and regulations.

Reference in the policy to GR and SMPP relate to relevant sections of the current JCQ publications General Regulations for Approved Centres and Suspected Malpractice: Policies and Procedures.

Introduction

What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification which:
 - gives rise to prejudice to candidates
 - compromises public confidence in qualifications
 - compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
 - damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper. (SMPP 2)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. (SMPP 2)

Purpose of the policy

To confirm St Edmund's College:

- has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

General principles

In accordance with the regulations St Edmund's College will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11)
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

St Edmund's College has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication Suspected Malpractice: Policies and Procedures. (SMPP 4.3)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance: *General Regulations for Approved Centres 2023-2024; Instructions for conducting examinations (ICE) 2023-2024; Instructions for conducting coursework 2023-2024; Instructions for conducting non-examination assessments 2023-2024; Access Arrangements and Reasonable Adjustments 2023-2024; A guide to the special consideration process 2023-2024; Suspected Malpractice: Policies and Procedures 2023- 2024; Plagiarism in Assessments; AI Use in Assessments: Protecting the Integrity of Qualifications; A guide to the awarding bodies' appeals processes 2023-2024* (SMPP 3.3.1)

Informing and advising candidates

- Exams Officer provides the Heads of Department updated JCQ Information to Candidates - Non examined assessments and Information to Candidates - Coursework. Heads of Department supply these to students.
- Students to be signposted to the Student Handbook to inform them of the College's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Teachers to show students the appropriate formats of how to record cited texts and other materials or information sources including AI and show students how to provide evidence that they have acknowledged any sources used.
- Ensure learners are able to declare that their work is their own.

Identification and reporting of malpractice

Escalating suspected malpractice issues

- Once suspected malpractice is identified, any member of staff at the Centre can report it using the appropriate channels (SMPP 4.3)

All incidents of suspected Malpractice should be reported to the Head of Department and the Head

of Centre.

Reporting suspected malpractice to the awarding body

- The Head of Centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication Suspected Malpractice: Policies and Procedures (SMPP 4.1.3)
- The Head of Centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.33)
- Once the information gathering has concluded, the Head of Centre (or other appointed information- gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The Head of Centre will be informed accordingly (SMPP 5.40)

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the Head of Centre as soon as possible. The Head of Centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The Head of Centre will also inform the individuals if they have the right to appeal. (SMPP 11.1)

Appeals against decisions made in cases of malpractice

St Edmund's College will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant

- Refer to further information and follow the process provided in the JCQ publication A guide to the awarding bodies' appeals process.



ST EDMUND'S COLLEGE

Emergency evacuation policy for examinations

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

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

Any instructions from relevant local or national agencies are referenced and followed where applicable, including information from Protect UK - <https://www.protectuk.police.uk/>

As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so, particularly where the centre is concerned about the security of the examination(s). (ICE 25.4)

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control. (ICE 24.5)

Roles and responsibilities

Head of Centre

- Ensures the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensures that any instructions from relevant local or national agencies are referenced and followed where applicable, including information from the National Counter Terrorism Security Office on the Procedures for handling bomb threats (ICE 25.1)

Senior leaders

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

Special educational needs coordinator (SENCo)

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation

Examinations Officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed prior to examinations taking place, prior to exams taking place, on what will happen in the event of an emergency in the examination room
- Provides invigilators with a copy of the emergency evacuation procedures for every examination room
- Provides a standard invigilator announcement for each examination which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- Provides an examination room incident log in each examination room
- Liaises with the SENCo and other relevant staff prior to each examination where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each examination where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process

Invigilators

- By attending training, ensure they understand what to do in the event of an emergency in the examination room, and how an incident and actions taken must be recorded
- Follow the actions required in the emergency evacuation procedure issued to them for every examination room
- Confirm with the Examinations Officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

Other relevant centre staff

- Support the senior leader, SENCo, Examinations Officer and invigilators in ensuring the safe emergency evacuation of examination rooms

In an emergency the invigilator must take the following action:

- Stop the candidates from writing;
- Collect the attendance register (in order to ensure all candidates are present) and 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 must be advised to close their answer booklet;
- Ensure the candidates leave the room in silence;

- Ensure candidates are supervised as closely as possible while they are out of the examination room so that 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 remainder of the working time set for the examination once it resumes;
- 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.

Emergency Evacuation Notice For INVIGILATORS

Please note and comply with the following instructions:-

If the fire alarm sounds and you are invigilating an exam in:-

DOUAY HALL / GALILEE CHAPEL / BUTLER HALL / SCIENCE BLOCK

DO NOT EVACUATE – STAY IN SITU AND AWAIT INSTRUCTIONS

The exam may continue if the noise/disruption is minimal; otherwise instruct candidates to stop writing and note the time.

Candidates must wait patiently in ABSOLUTE SILENCE with no communication permitted

Candidates may be permitted to continue when it is safe and quiet enough to do so.
Allow the candidates the remainder of the working time set for the examination once it resumes.

MYERS / BOURNE / GRIFFITHS ROOMS or any other venue in the MAIN BUILDING (e.g. Music School; Art Dept.; Modern Lang. Dept;)

Stop the candidates from writing and advise them to close their answer book.

Note the time the examination is halted.

Evacuate THE CANDIDATES OUT OF THE BUILDING BY THE SHORTEST SAFE ROUTE taking the attendance register with you.

Warn candidates that they will only be permitted to return and complete their exam IF STRICT SECURITY IS OBSERVED; this means leaving all question papers and scripts in the examination room and **ABSOLUTELY NO TALKING OR COMMUNICATING WITH ANYONE.**

ASSEMBLE THE CANDIDATES ON THE LAWN AT THE FRONT OF THE COLLEGE AND AWAIT INSTRUCTIONS.

Make a note of the time of the interruption and how long it lasted

Allow the candidates the remainder of the working time set for the examination once it resumes.

IN BOTH CASES – MAKE A FULL REPORT OF THE INCIDENT FOR SUBMISSION TO THE AWARDING BODY.



ST EDMUND'S COLLEGE

Policy for the Use of Word Processor/Lap-top in Public Examinations and Controlled Assessments.

This policy details how the College complies with Access Arrangements and Reasonable Adjustments 2023-2024 Chapter 4 (Managing the needs of candidates and principles for centres Adjustments for candidates with disabilities and learning difficulties, (section 5.8) Word processor, and Instructions for Conducting Examinations 2023-2024 (sections 14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage because of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

Candidates at St Edmund's College, who have a genuine need and would be disadvantaged by completing their Public Examinations or Controlled Assessments by any means other than using a word processor, will be allowed to do so if it is ***their normal way of working*** (AA 5.8.1)

The College will:

- award the use of a word processor as an access arrangement to a candidate if it is appropriate to their needs, as assessed by the SENCo. (AA 4.2.1)
- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)

- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The College will not

- simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home (AA 5.8.4)

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

- in the event of a 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)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

For Public Examinations and Controlled Assessments, the candidate will use a word processor and a memory stick provided by the Examinations Office. Candidates may **NOT** use their own word processor or memory stick for examinations. The laptops provided by the Examinations Office run on the Microsoft operating system, students and parents must be aware of this; the College is unable to support other operating systems on students' personal devices which they may use at home or in lessons.

In compliance with the regulations the College will:

- ensure that the candidate has had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before their first examination. (AA 4.2.7)
- provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24) instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

The College will ensure the word processor (ICE 14.25):

- is only used in a way that ensures a candidate's script is produced under secure conditions

- is not used to perform skills which are being assessed
- is not connected to an intranet or any other means of communication
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Candidates must save all work onto a memory stick at the end of the Examination or Controlled Assessment. They will also be advised to save their work at regular intervals throughout the Examination or Controlled Assessment onto the memory stick.

Printing the script at the end of the Examination or Controlled Assessment (ICE 14.25);

The centre will ensure:

- the word processor and memory stick will be taken to the Examinations Office by a nominated person (usually the invigilator) so that a script can be printed off.
- the candidate is present to verify that the work printed is his or their own
- the printed copy of the work will be given to the Teacher if it is a Controlled Assessment or sent, by the Examinations Officer, to the marker if it is a Public Examination.
- where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions) (ICE 14.22)
- The work must then be deleted from the memory stick
- If the memory stick has been used for a Controlled Assessment, it will be stored securely in the Examinations Office and re-used in the next session. Once the Controlled Assessment has been completed, the memory stick will be cleared

Frequency of review: Annually

Policy last reviewed: Michaelmas 2023

Next review date: Michaelmas 2024



ST EDMUND'S COLLEGE

Alternative rooming arrangements policy 2023-2024.

Introduction

(Formerly known as separate invigilation) Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their examinations in a smaller environment away from the main examination room.

Arrangements to sit in a separate/ smaller exam venue, or with other specific seating arrangement, will be decided by the SENCo/Assistant Head Pastoral in consultation with Examinations Officer.

Decisions are based on the following guidelines as outlined in the JCQ regulations:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect (AA 5.16)
- The candidate's normal way of working within the Centre (AA 5.16)
- Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 4.2.1)
- Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the Centre.(AA 5.16)

Criteria for the awarding of the arrangement

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's Access Arrangements and Reasonable Adjustments publication (ICE 14.18)
- The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
- Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AA 5.16)
- Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

1. Students whose “normal way of working” involves specific seating arrangements across the board in lessons and / or doesn’t attend hall events e.g. assembly, may qualify to have a similar provision for exams
2. A student with an established medical condition or formally recognised social, emotional and behavioural difficulties.
3. Students with other difficulties, for whom we consider invigilation in a smaller room or specific seating arrangements to be an appropriate and reasonable adjustment in light of those difficulties and for whom, evidence over time has been collected and is held by SENCo will be seated accordingly.
4. Any student who has an extenuating circumstance that occurs in the lead up to, or during, the exam period that is likely to impact on their usual exam performance, will be considered under the usual “special consideration.” Evidence will be collected and the exam board advised if JCQ criteria is met. Seating arrangements may also be varied at the last minute on these occasions and in consultation with the student.

All evidence relating to the awarding of small group invigilation must be retained by the SENCo.

The SENCo must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate (AA 4.2.1)



Access arrangements for entrance test applicants who have special educational needs, disabilities or temporary conditions

Introduction

Some pupils who apply to sit the entrance tests may be considered to be at a disadvantage due to the testing arrangements that would normally apply. The Equality Act 2010 places a duty upon schools not to discriminate against disabled people or pupils in their access to education.

Selection for admission for St Edmund's College by way of academic testing is a "permitted form of selection" under the Equality Act 2010. Schools do, however, have a duty to make reasonable adjustments for disabled pupils in operating a selection process. Such adjustments may include making access arrangements.

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for an applicant preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties or a temporary injury. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for the applicant. The arrangement(s) put in place must reflect the support given to the applicant in their current school, e.g. in the classroom or in internal school tests. This is commonly referred to as "normal way of working". The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment.

Applicants with disabilities, learning difficulties and/or temporary conditions are likely to have a number of the needs and may require a range of access arrangements, and may include:

- supervised rest breaks
- a prompter
- extra time
- a reader
- a scribe
- coloured overlays
- coloured/enlarged papers

(Note that the examples given are illustrative only and not exhaustive)



The Process

Applications for access arrangements must be received by the deadline set. The application must be accompanied by the supporting evidence. This will allow St Edmund's College to consider each application and evidence in detail, and to make provision for the agreed access arrangements.

St Edmund's College will expect parents at the time of application for access arrangements to:

- be specific about the access arrangements that they are requesting;
- provide relevant information/evidence of the nature and extent of the disability or difficulty; or provide evidence of the extent of a temporary injury;
- confirm that the candidate has persistent and significant difficulties when accessing and processing information, or that their temporary injury necessitates access arrangements being made;
- confirm that the access arrangement requested is the applicants normal way of working in their current school as a direct consequence of their need (The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment)

The Evidence required

- a letter from CAMHS, a clinical psychologist, a hospital consultant, or a psychiatrist;
- a letter from the Local Authority Educational Psychology Service, Local Authority Sensory Impairment Service or Occupational Health Service;
- a letter from a Speech and Language Therapist (SaLT);
- a specialist assessment completed no earlier than the start of Year 4 showing standardised scores in relation to:
 - speed of reading; **or**
 - speed of reading comprehension; **or**
 - speed of writing; **or**
 - cognitive processing measures which have a substantial and long term adverse effect on speed of working
- an Education, Health and Care Plan, which confirms the candidate's disability;
- Information from the applicant's current school to evidence their "normal way of working".



So as not to give an unfair advantage, the specialist assessor's report must also confirm that the candidate has two low average standardised scores (85-89) or one below average and one low average standardised score of 84 or less which relates to an assessment of:

- speed of reading; **or**
 - speed of reading comprehension; **or**
 - speed of writing; **or**
 - cognitive processing measures which have a substantial and long term adverse effect on speed of working.
-
- Where a candidate reads for him/herself, a measure of text reading speed can be used as one of the two required scores for 25% extra time.
 - Where the candidate uses a computer reader, a reader or an examination reading pen, a measure of reading speed cannot be used as evidence for 25% extra time.
 - Where a candidate writes by hand, a measure of writing speed can be used as one of the two required scores for 25% extra time.
 - Where the candidate uses a scribe, speech recognition technology or a word processor, a measure of writing speed cannot be used as evidence for 25% extra time.

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 the schools comply with the duty under the Equality Act 2010 to make "reasonable adjustments".