Examination Policy

Contents

1. Purpose of the Policy

The centre is committed to ensuring that the exam management and administration process is run effectively and in compliance with the published JCQ regulations and awarding body requirements. This examinations policy will ensure that:

- The planning and management of exams is conducted efficiently and in the best interest of candidates
- An efficient exam system with clear guidelines for all relevant staff is in operation, conducted in accordance with the JCQ and awarding body regulations, guidance and instructions
- Exam candidates understand the exams process and what is expected of them
- All aspects of the centre's exam process is documented, supporting the exams contingency plan, and all other relevant exam-related policies and procedures are signposted to

The policy will be communicated to all relevant centre staff. It is the responsibility of everyone involved in the school's exam procedures to read, understand and implement this policy.

2. Roles and Responsibilities
Head of Centre (Headteacher)

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

It is the responsibility of the head of centre to ensure that all staff comply with the instructions in this booklet. Failure to do so may constitute malpractice as defined in the JCQ publication *Suspected Malpractice: Policies and Procedures, 1 September 2023 to 31 August 2024:*
https://www.jcq.org.uk/exams-office/malpractice/

The Head of Centre has overall responsibility for the school as an exam centre. This means that they:

- Approve courses
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel
- Ensures that the SENDCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system

- Ensures that there are between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility and that appropriate arrangements are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff

Member of SLT with responsibility for Exams

- To ensure that the Exams Officer and Heads of Department carry out their responsibilities in accordance with this policy
- Strategic oversight of both internal and external examinations
- Is familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
    - General Regulations for Approved Centres
    - Instructions for conducting examinations
    - Access Arrangements and Reasonable Adjustments
    - Suspected Malpractice - Policies and Procedures
    - Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
    - A guide to the special consideration process
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the Examinations Officer and SENDCo
- Ensures that contingency plans are in place to respond to disruptions to examinations and ensures that relevant staff are familiar with this plan.

Examinations Officer (EO)
The Examinations Officer is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The Examinations Officer is therefore responsible for the organisation and conduct of all external examinations and preparation of results. The Examinations Officer will support the organisation of internal examinations.

The Examinations Officer will:

- Understand the contents of annually updated JCQ publications including:
    - General Regulations for Approved Centres
    - Instructions for conducting examinations
    - Suspected Malpractice - Policies and Procedures
    - Post-Results Services (PRS)
    - A guide to the special consideration process
- Be familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period (including knowledge of the school's Examinations Policy)
- Works with the SENDCo and EAL Co-ordinator to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement

candidates fully understand the respective role and what is and what is not permissible in the exam room

- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials
- Advise relevant staff on annual coursework deadlines, exam timetables and entry procedures as set by the various exam boards
- Oversee the production and distribution to candidates of statement of entries and guidance on regulations
- Consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with Joint Council for Qualifications (JCQ) guidelines
- Ensure final confirmation of entry numbers and levels are submitted to the exam board, maintaining a system to support the timely entry of candidates for their examinations
- Receive, check and stores securely all exam papers and completed scripts, maintaining appropriate records to demonstrate the steps undertaken
- After consultation with the SLT responsible for SEND, administer and makes applications for access arrangements and special consideration using the Joint Council for Qualifications guideline Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications
- Identify and manage examination timetable clashes
- Account for income and expenditure relating to all exam costs/charge
- Submit candidates' coursework marks, tracks, dispatches and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arrange for dissemination of exam results and certificates to candidates and forwards any appeals/review of results requests
- Provide and checks information for a range of external bodies
- Provide school exam results for the Senior Leadership Team, relevant staff and students and forwards any appeals/re-mark requests
- Implements the school examinations schedule and communicates regularly with staff concerning imminent deadlines and events
- Ensures candidates are aware of unauthorised items not permitted in the examination room including mobile phones and wrist watches
- Ensure up to date examination information is displayed on the school website
- Ensure students and staff are aware of the need to remain available until the 'contingency day' specified by the awarding bodies.

Heads of Department
External Examinations

- Ensure students have covered the appropriate syllabus to ensure they are fully prepared for their exams
- Provide accurate entry numbers and levels to the EO
- Provide the EO with details of practical examination requirements
- Act as first point of contact for enquires about results for students and liaise with the EO on procedures
- Ensure accurate completion of NEA / coursework mark sheets and declaration sheets

- Ensure accurate completion of entry and all other mark sheets and adherence to deadlines as set by the EO
- Involvement in post-results procedures
- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries

Internal Examinations

- Advise the Exams team on the length of assessment needed
- Complete an Examination Information Booklet at least three weeks before the examination
- Produce suitable examination papers
- Present at the start of each exam (or a member of that department) and arrange collection of scripts at the end
- Ensure marking and recording is completed by published deadlines

Heads of Year

- It is the responsibility of the Heads of Year to inform the Exams Officer of any student who may need special consideration due to bereavement, long term illness or other pastoral circumstances which could lead to a request for special consideration or arrangements.
- The Head of Year will support the management of students on a day to day basis during the examination season.
- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries

Teachers

- Liaises with the SENDCo/EAL Co-Ordinator to ensure appropriate access arrangements are applied for and implemented
- Ensures students are prepared for their examinations
- Advises Head of Department of tiers of entry for each student where appropriate

Head of Learning Support/SENDCo

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
  - Access Arrangements and Reasonable Adjustments
- Leads on the administration of access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Assist in the organising the provision of access arrangements for students

Senior Invigilator/Invigilators

- Attend/undertake training (on the current regulations), annual updates, briefing and review sessions as required
- Collection of exam papers and other material from the examination's office before the start of an exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exam's office
- Ensures the exam room is set up with signs and arrangements with seating plans to meet the specified requirements of the examination boards
- Start and finish examinations when needed
- Assists in the general running of the exams office
- Assists in ensuring that all Public and school examinations run smoothly
- Be fully aware of the Regulations according to JCQ's Instructions for Conducting Examinations
- Provide information as requested on their availability to invigilate
- Undertake active invigilation to ensure no malpractice occurs
- Reports any incident that take place in the examination room as soon as possible and no later than fifteen minutes after the end of an exam. For suspected malpractice the Examinations officer/SLT should be contacted immediately

Candidates

- Confirmation and signing of Statements of Entries
- Attend the examination on time with the appropriate equipment
- Understanding NEA / Coursework assessment regulations and signing a declaration that authenticates the coursework as their own

3.   Policies and Procedures
Alongside this policy the Head of Centre will also ensure that there is the following in place,

- Escalation Process – see appendix A
- Exam Contingency Plan – see section 15 and Appendix A
- Internal Appeals Procedure: https://www.chsg.org.uk/policies
- Child Protection and Safeguarding policy - https://www.chsg.org.uk/policies
- Data Protection and Freedom of Information Policy: https://www.girlslearningtrust.org/our-governance/policies
- Equality, Diversity and Inclusion statement - https://www.chsg.org.uk/policies – see also section 8
- Whistleblowing policy - https://www.girlslearningtrust.org/staff-zone

4.   Tests and Qualifications Offered
The statutory tests and qualifications offered and the choice of exam board (where applicable) at this Centre are decided by the Head of Centre, on the advice of the SLT, Heads of Department and Subject leaders

The statutory tests and qualifications currently offered are 'A' Level, GCSE, Extended Project, BTEC and other vocational courses.

5. Exam Seasons and Timetables
5.1 Exam Seasons
Internal exams are usually at the times shown below:

- Year 11 Centre Exams – November, February and March
- Year 13 Centre Exams – November, February and March
- Year 7, 8, 9, 10, 12 Assessments – December, March and June

The dates of these may change and any change will be included in the school calendar.

External exams are scheduled in:

- November - GCSE re-sits
- January - BTECs
- May and June - GCSE, A level and all vocational courses

5.2 Timetables
The Exams Officer will circulate the exam timetables for external exams. The SLT responsible for Exams will circulate the timetable for internal exams once these are confirmed.

5.3 Clashes
If students are taking two or more examinations at the same time which total more than 3 hours then they may be moved to the morning or afternoon within the same day. The longer exam would be sat first, followed by the shorter one, subject to any restrictions externally imposed.

After the first exam students will be kept in a separate room under supervision until the start of the next exam. This will be agreed by the Exams Officer and the member of SLT in responsible for exams.

For major clashes which involve large numbers of students, SLT would authorise the arrangements made.

If students are taking two or more examinations which total **less than three hours** then they will sit them one after the other and have a short break of no more than twenty minutes between exams.

Extra time will only be given if it is prearranged e.g. for students with access arrangements or medical conditions

For students who are ill on the day of the exam supervised rest breaks will be given. The examination will be stopped and restarted again when the student is ready. The full time of the exam will be given and special consideration will be applied however no extra time will be given.

6. Entries, Late Entries and Retakes
6.1 Entries

- Candidates are selected for their exam entries and levels by the subject teachers and Heads of Department. The Head of Department makes a recommendation to the Headteacher who will make the final decision if a dispute arises
- Candidates, or parents, cannot request a subject entry, change of level or withdrawal
- The Examinations Officer will notify all students of intended entries for all series. Students must check their entries and notify their subject teacher and the exams office of any suspected errors.

- The school does not accept entries from external candidates unless prior arrangement has been approved by the Headteacher
- The school has the discretion to make alterations to entries after the initial entry date. All changes will be notified to students
- Students are expected to attend each examination with the correct equipment. Students have a responsibility to check the time of each examination and to ensure they attend all examinations they have bene entered for.
- On the date of the publication of examination results the school will be open for students to collect their own results

6.2 Late entries

- Entry deadlines are circulated to Heads of Department
- Late entries are usually paid by curriculum areas.

6.3 Retakes
KS4: Candidates are not allowed retakes at GCSE unless authorised by the Headteacher in special circumstances.

KS5: Retakes are available in English and Maths GCSE only if the student follows the course in the Sixth Form.

Retake decisions will be made in consultation with the candidates, subject teachers and Heads of Department. (See also section 7: Exam Fees).

7. Exam fees
All initial registration and entry exam fees are paid by the school for all external awarding bodies.
Late entry or amendment fees are usually paid by curriculum areas.

Candidates or curriculum areas 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.

Further details regarding Examination fees can be found in section 2.2 of the GLT's Charges and Remissions policy

Candidates must pay the fee for an enquiry about a result, should the school not uphold the enquiry and the candidate insist on pursuing the enquiry. (See also section 13.2 *Enquiries about Results [EARs])*

8. The Equality Act (EA), special needs, access arrangements and training.
8.1 The Equality Act (EA)
The Equality Act 2010 extends the application of the EA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

The work undertaken by the SENDCo and the Exams Officer already significantly address the requirement of the EA. The key guidance in this work is provided by the Joint Council for Qualifications booklet Access Arrangements and Special Consideration: Regulations and Guidance relating to candidates who are eligible for adjustments in examinations.

The school will ensure that there is suitable access and examination rooms are suitable for purpose and accessible in accordance with EA requirements. For example:

- If candidates are known to be unwell during the exam because of the nature of their disability we will ensure that they are seated close to the exit
- Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.

Signage

- Signs for the examination and those provided by JCQ are suitably sized and adapted to meet the needs of candidates with a disability
- Signs will be simple, short and easily understood
- Texts and lettering will be clear and uncomplicated
- Style, wording, design and height will be consistent throughout the exam centre and contrast with the colour of the walls.

8.2 Special Needs
A candidate's special needs requirements are determined by the designated member of SLT/SENDCo, or doctor and the Educational Psychologist/specialist teacher with support for the specialist assessor

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

8.3 Access arrangements
Making special arrangements for candidates to take exams is the responsibility of the Exams Officer. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCo, Deputy SENDCo and the Exams Officer.

Rooming for access arrangement candidates will be arranged by the SENDCo with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENDCo with support of the Exams Officer.

8.4 Special Consideration

- Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then it is the candidate's responsibility to alert the Centre, the EO or the Senior Invigilator, to that effect
- The candidate must support any special consideration claim with supporting evidence within three days of the examination, for example, if a student is unable to attend due to illness, a letter from the candidate's doctor is provided
- The EO will then forward a completed special consideration form to the relevant awarding body within the set deadline imposed by the awarding authority providing that the appropriate evidence has been provided and the Centre supports the application.

8.5 Training
All invigilators will receive training on "promoting disability equality in school" by the Exams Officer. (See a CHSG Commitment to Equality and Diversity Policy).

Invigilation training will also be provided to invigilators with an updated on the current year's JCQ Regulations.

9.   Managing invigilators and exam days
9.1   Managing Invigilators
External invigilators will be used for external exam supervision and some internal exams. The recruitment of invigilators is the responsibility of the Exams Officer and the member of SLT responsible for Exams.

Securing the necessary Disclosure Baring Service (DBS) clearance for new invigilators is the responsibility of HR in the GLT Trust. DBS fees for securing such clearance are paid by the centre.

Invigilators' rates of pay are set by the Head Teacher. Invigilators are timetabled and briefed by the Exams Officer.

9.2   Exam Days
The Exams Officer will book all exam rooms after liaison with the designated member of SLT and Cover Manager and make the question papers, exam stationery and materials available.

Premises staff are responsible for setting up the Hall and Gym and other areas used for examinations, as guided by the Exams Officer.

The day, date, time, subject, unit/component and tier of entry must be checked by both the examinations officer and an additional member of staff (e.g. an invigilator) immediately before the packet is opened.

Subject staff may be present at the start of the exam (outside the exam venue) to assist with identification of candidates but must not advise on which questions are to be attempted and must leave the venue before the exam begins. These staff are not allowed to answer any queries surrounding the paper and under no circumstances should they view a paper.

The Examination Officer, SLT and Senior invigilator will start all exams in accordance with JCQ guidelines. These staff are not allowed to answer any queries surrounding the paper.

Senior staff who line manage departments are not allowed to enter the room where examinations are being taken in areas that they line manage unless it is necessary to do so and no other SLT are available.

In practical exams subject teachers will be on hand in case of any technical difficulties.

Exam papers must not be removed from the exam room and must never be left unattended.

Misconduct must be reported to the Exams Officer in the first instance, who will decide what action to take.

10.   Candidates, clash candidates and special consideration
10.1   Candidates
The schools published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Mobile phones and smart watches are to be handed in on entering the examination room.

Candidates are under formal examination conditions from the moment they enter the exam room and until the point that they are permitted to leave, without returning

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

Candidates are allowed to bring in a bottle of water not greater than 500ml for their personal consumption during the examination. The bottle must be see-through and no labels attached to the bottle.

Candidates may bring a pencil case into the examination room but this must be transparent

Disruptive candidates are dealt with in accordance with JCQ guidelines.

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

It is the students' responsibility if they are late for their exams, or do not turn up at all. The EO 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

Candidates may not leave an examination early except in exceptional circumstances.

10.2   Clash Candidates
The Exams Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight supervision of candidates.

11.   Coursework / NEA and appeals against internal assessments
Candidates are informed about their rights of appeals and access to scripts through the examination packs given out with statements of entries and during briefing assemblies.

11.1   Coursework
Candidates who have to prepare portfolios should do so by the school-defined date.

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

Marks for all internally assessed work are provided for the Exams Office by the subject teachers and Heads of Department by the date specified by the EO

The conduct of all NEA/Coursework is governed by the regulations set out in the JCQ booklet published each year

11.2 Appeals against internally assessed units
The school has published a separate procedure on this subject, which is available from the Exams Office and can also be found on the school's website.

12.   Results, Enquiries about Results (EARs) and Access to Scripts (ATS)
12.1   Results
Candidates will receive individual results statements on results days to be collected in person at the centre.

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

The provision of staff on results days is the responsibility of the Exams Officer in liaison with Office Manager.

12.2   Enquiry about Results (EARs)
EARs may be requested by teachers or candidates if there are reasonable grounds for believing there has been an error in marking.

If a result is queried, the Head of Department will inform the Exams Officer to investigate the feasibility of asking for a review of marking at the school's expense. Candidate consent must be obtained before applying for this.

When the school does support an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will pay the exam board fees (See section 7: Exam fees).

12.3   Access to Scripts
After the release of results, candidates may ask subject staff to request the return of papers within 3 days scrutiny of the results. Signed consent needs to be obtained from the candidate for this.

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

Should students request original scripts back they will need to pay the relevant fee, complete the paper work obtained from the exams officer and return asap with in the school's deadline for EAR.

Reviews of marking cannot be applied for once an original script has been returned. (See also 12.2 CHSG Internal Appeals procedure and Enquiry about Results policy).

The regulations surrounding access to scripts is governed by the JCQ and Exam Board regulations

13.   Certificates
A letter will be sent home to students who have left the school to inform them that their certificates are ready for collection. Certificates are collected in person. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so by the student and show appropriate picture identification.

The school retains certificates for one year.

If the student is still attending the school, Certificates will be distributed to form groups to be handed out and signed for.

If a candidate loses their certificates or they are damaged it is the candidate's responsibility to liaise directly with examinations boards to obtain a replacement

14.   Risk Assessment
Emergency evacuation during an examination:

- The Centre staff will ensure children stay calm and seated until they are told what to do and where to go.
- Examination emergency procedures are available in every exam room and in the Invigilation folder in the exam room.

15.   Contingency Planning

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

Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication *What schools and colleges and other centres should do if exams or other assessments are seriously disrupted* and the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland.

It is the Exams Officer's responsibility to liaise with the awarding bodies directly should there be any disruption. At this point the school's contingency planning will also come into force if necessary.

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. Advice will then be taken from the awarding body as to alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take the scheduled examination, for example in the case of severe weather conditions.

Awarding bodies will designate a 'Contingency Day' each year for examinations for instances where there has been a national or local disruption to examinations. Candidates have to remain available on all days up until the day specified by the awarding bodies.

Appendix A

Exam Contingency Plan

Contact Numbers:

Exams Office (CHSG)	AQA	OCR	Pearson / Edexcel	WJEC/Eduqas	JCQ
0208 647 8294 ext. 2127	0800 197 7162 eos@aqa.org.uk	01223 553998 support@ocr.org.uk	0344 463 2535	02920 265 077 exams@wjec.co.uk	info@jcq.org.uk

Possible causes of exam disruption and the actions that should be taken to mitigate these are listed in the table below

Problem / Issue	Criteria for implementation	Actions / Mitigation	Staff Responsible
Exams officer absence (short term or extended absence) at key points in the exam cycle	In the event that the Exams Officer is absence from work in the immediate short term at key points in the exam cycle, or the absence long term. Key points in the cycle relate to: ● **Planning stage** 　○ Collation of qualification details 　○ Recruitment of invigilators ● **Entries** 　○ Submitting entries to awarding bodies ● **Pre-exams** 　○ Exam scheduling (rooms/invigilators etc.) 　○ Issuing candidate timetables ● **Exam time** 　○ Exam operations (running the exams) ● **Results and post-results** 　○ Downloading/issuing candidate results 　○ Dealing with post-result queries/requests	SLT member temporarily directed by the Head of Centre to assume responsibility for all aspects of the examination process supported by members of the data and exams team as required. Seek support and guidance from other exams officers (at other centres) within the trust. Head of centre to allocate or appoint additional support staff to the exams team as appropriate.	Head of Centre to direct other staff members and contact exams and data team members for additional support.

SENDCo extended absence at key points in the exam cycle	In the event that the SENDCo is absence from work at key points in the exam cycle.
	
	Key points in the cycle relate to:
	
	● **Planning stage**
	   ○ Candidate testing for access arrangements
	   ○ Evidence of need gathering
	
	● **Pre-exams**
	   ○ Approval for access arrangements (applications)
	   ○ Staff facilitator training
	   ○ Centre-delegated arrangements put in place
	
	● **Exam time**
	   ○ Access arrangement candidate support
		Deputy SENDCo, Teaching Assistants and Exams Officer to work with the Exams Team to identify candidates where applications for access arrangements/reasonable adjustments may be required and plan for testing and applications.
		
		The employment of outside agencies/professionals may be required to assist in this process of access arrangement testing.
		
		Seek support from other SENDCos within the trust/local cluster as appropriate.
			Head of Centre and Deputy SENDCo

Teaching staff extended absence at key points in the exam cycle	When teaching staff are absent for a prolonged period thereby affecting non-examination assessment tasks being set/issued/taken by candidates as scheduled and/or internal assessment marks/work not being available for submission to awarding bodies.	Head of centre to employ suitable supply/temporary staff to cover staff absence in the short term ensuring that required assessment tasks are completed. Subject specialists/Heads of Department from the trust to support teaching and learning activities in the absence of the subject teacher and aid in the completion of all assessment activities.	Head of Centre
Disruption of teaching time – centre closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning.	Seek advice from awarding organisations and JCQ. Communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. Facilitate alternative methods of learning, alternative venues or both; Head of centre and SLT to work with the trust leadership group to facilitate alternative arrangements (within the trust or in collaboration with other centres) to minimise the impact of lost learning and teaching time.	Head of Centre & SLT Line Manager for Exam Officer

		Prioritise candidates who will be facing examinations shortly. Advise candidates, where appropriate, to sit examinations in the next available series.	
Invigilator shortage; lack of appropriately trained invigilators or invigilator absence	When the centre failures to recruit and train sufficient invigilators to conduct exams (to meet expected ratios) or there is an invigilator shortage on peak exam days/absence on the day of an exam.	Exams Officer will review the invigilation staffing at the start of each academic year and after making exam entries to ensure sufficient staff are recruited and trained to meet expected ratios working closely with HR teams. HR will be aware of the school staff available for invigilation duties at short notice and for peak exam days (support staff); Exams Officer will coordinate requirements with HR and Exams Team SLT Line Manager to mobilise staff at short notice as needed. Staff will be directed by the Head of Centre. Staff will be trained in advance using the central trust provided training materials.	SLT Line Manager for Exam Officer & Exam Officer
Exam rooms shortage; lack of appropriate rooms or main venues unavailable at short notice	When it is identified that there are insufficient exam rooms available to accommodate candidates for scheduled public examinations.	Exams Officer will organise rooming for examinations in advance of all examination windows to ensure sufficient time is available to identify appropriate rooms and plan appropriately. In the event of a room not being available at very short notice (or insufficient rooming available), support staff and invigilators will be used to ensure the security of the examination is not compromised whilst alternative rooming is sourced (candidates will be suitably isolated as required). Seek advice from awarding organisations and JCQ Inspection Service; request timetable adjustment if required and operate exams on split timings.	SLT Line Manager for Exam Officer & Exam Officer

		Alternative accommodation may be used at a nearby centre (most likely within the trust) and candidates transported as appropriate.	
Cyber attack	Where it is identified that a cyber-attack may compromise any aspect of the delivery of examinations	Exams Officer will work with IT and contact the relevant Awarding Body to seek further guidance. Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies.	Exam Officer & GLT Head of IT

Failure of IT systems	When the MIS (management information system) or IT network/internet connection fails at key points in the exam cycle.
	
	Key points in the cycle relate to:
	
	● **Entries**
	   o Submitting entries to awarding bodies
	
	● **Pre-exams**
	   o Exam scheduling (rooming/candidate seating etc.)
	   o Issuing candidate timetables
	
	● **Exam time**
	   o Online examinations
	
	● **Results and post-results**
	   o Downloading and producing results slips
		Exams Officer will make entries from another site direct to the awarding bodies (using awarding bodies' secure extranet sites).
		
		Exam room scheduling/timetables complied using alternative methods (alternative software/manual bookings and timetables).
		
		Exams Officer will contact awarding bodies in respect of re-sitting online exams affected by system failure, or to seek an alternative solution.
		
		Results accessed directly from the awarding bodies' secure extranet sites (accessed from an alternative site if necessary).
			SLT Line Manager for Exam Officer & Exam Officer

Emergency evacuation of the exam room (or centre lock down)	When the exam room requires evacuation or the centre enters a lockdown procedure.	Inform relevant awarding organisations as soon as it is possible and safe to do so and seek advice. Refer to emergency plans and/or health and safety policy/lockdown policy, where appropriate. Invigilators to follow the emergency evacuation/lockdown procedure for examinations in accordance with agreed protocols.	Head of Centre & SLT Line Manager for Exam Officer

Candidates unable to take examinations because of a crisis – centre remains open	In the event that candidates are unable to attend examination centres to take examinations as normal e.g. sickness bug (including Covid19 (Coronavirus))	Communicate with relevant awarding organisations at the outset to make them aware of the issue and seek advice. Communicate with parents, carers and candidates regarding any possible solutions/options to the issue. Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations. Offer candidates an opportunity to sit any examinations missed at the next available series. Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.	SLT Line Manager for Exam Officer & Exam Officer
Centre is unable to open as normal during the examination period	In the event that the centre is unable to open as normal for scheduled examinations, e.g. a fire at the centre forces it to close	Inform relevant awarding organisations as soon as possible and seek advice. Refer to emergency plans and/or health and safety policy, where appropriate. Open for the centre for examinations and examination candidates only, if possible. Use alternative venues (locally or within the trust) in agreement with relevant awarding organisations. SLT to work with the trust leadership group to source suitable exam venues where possible. Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Offer candidates an opportunity to sit any examinations missed at the next available examinations series, if possible.	Head of Centre & SLT Line Manager for Exam Officer

Disruption in the distribution of examination papers	In the event that there is disruption to the distribution of examination papers to centres in advance of examinations.	Communicate with awarding organisations to organise alternative delivery of papers. Arrange with exam boards for alternative means of receiving papers, e.g. electronically or alternative courier.	SLT Line Manager for Exam Officer & Exam Officer
Disruption to the transportation of completed examination scripts	In the event that there is a delay in normal collection arrangements for completed examination scripts.	Seek advice from awarding organisations and their normal collection agency regarding collection. Only make alternative arrangements after approval from awarding organisation and make sure papers are securely stored until collection	SLT Line Manager for Exam Officer & Exam Officer
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked, e.g. a fire at the centre destroys completed examination scripts	Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers. Seek advice from awarding organisations on their procedures for dealing with such issues. Where partial assessments can be recovered these will be made available where appropriate. Procedures to recover/re-complete work (e.g. IT data reconstruction for electronic work) will be employed where relevant.	SLT Line Manager for Exam Officer & Exam Officer
Centre is unable to distribute results as normal	In the event that the centre is unable to access or manage the distribution of results to candidates	Contact awarding organisations about alternative options. Plan to access results at an alternative site. Share facilities with other schools/colleges if possible.	SLT Line Manager for Exam Officer & Exam Officer
Fire Alarm goes off during an examination	In the event of a continuous fire alarm sounding during an examination requiring an evacuation of the school site	Invigilators to manage immediate evacuation procedure. They should record the time the exam is suspended; keep students secure and in silence.	Exam officer, Exams Assistant & Invigilators

		Once allowed to return record time exam restarted and advise students of new finish time. Exams Officer and Assistant to assist invigilators at the evacuation point to manage the students. Exams Officer to advise exam board as soon as possible. Special consideration to be applied for	
Head of centre, or a member of the senior leadership team, with oversight of examination administration is absence **(Escalation process)**	In the event that the Head of centre, or a member of the senior leadership team, with oversight of examination administration is absence during the key points in the exam cycle.	Chief Executive Officer/senior leader from the trust alerted to staff absence and relief staff appointed and deployed from other sites as required. Support to be provided from the trust school's exams/data teams as needed to ensure the examinations process continues seamlessly	Other SLT member to contact the trust executive team.

Further Guidance to inform and implement contingency planning

JCQ, Instructions for Conducting Examinations (ICE), 2022/24 – Section 15

Contingency Planning

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.

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.

Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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.

The awarding bodies will designate 'contingency days' for examinations, summer 2023. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland:

Ofqual Guidance

https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

Useful Links

JCQ Joint Contingency Plan https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

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

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

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

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

GOV.UK
Emergency planning and response: Exam disruption
https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings

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

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 https://www.ncsc.gov.uk/.

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:

1. https://www.ncsc.gov.uk/news/alert-targeted-ransomware-attacks-on-uk-education-sector
2. https://www.ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks
3. https://www.ncsc.gov.uk/blog-post/offline-backups-in-an-online-world
4. https://www.ncsc.gov.uk/collection/small-business-guide/backing-your-data
5. https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools
6. https://www.youtube.com/watch?v=FppzWedY0ic&t=237s
7. https://www.ncsc.gov.uk/news/school-staff-offered-training-to-help-cyber-defences

Appendix B
Word Processing

1.   Centre Information

Centre Name	Carshalton High School for Girls
Centre Number	14705
SENDCo	Karen Bramson
Exams Officer	Rebecca Maybury
Senior Leader	Maurice Devenney – Head of Centre
IT Manager	Rohan Lewis

2.   Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of the updated JCQ regulations and guidance contained in the publications:

- Access Arrangements and Reasonable Adjustments: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/ referred to as EAA
- Instructions for conducting examinations: https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/ referred to as ICE.

The use of a word processor in exams and assessments is an available access arrangement.

Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre. For example, the quality of language significantly improves because of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic braillers and tablets.)

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

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. NB Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet as the candidate avoids the difficulty of visually tracking between the question paper and computer screen.

For the regulations on the use of word processors in written examinations, please see the JCQ publication Instructions for conducting examinations (commonly known as the JCQ 'ICE' booklet):

3.   Purpose of the policy

This policy details how Carshalton High School for Girls complies with AA, chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 (Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

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

4.   Qualifications for use
Carshalton High School for Girls will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

Carshalton High School for Girls will:

- allocate the use of a word processor 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
- award the use of a word processor to a candidate where appropriate to their needs (AA 5.8.4). For example, a candidate with:
    - a diagnosed learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
    - a diagnosed medical condition
    - a diagnosed physical disability
    - a diagnosed sensory impairment
    - such poor handwriting that it would be illegible when writing during an exam
    - planning or organisational problems when writing
- 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 the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The following evidence would be required to justify a student using a word processor/tablet for one or more of their examinations;

- They fall below the writing speed or legibility or comprehensibility threshold in the formal access arrangements assessment
- Teachers report that the pupil has illegible handwriting. This must be supported with a sample of the writing and the SENDCO must agree with the judgment
- Teachers report that the pupil has very slow handwriting so that they rarely complete a timed test. This must be supported with a sample of timed writing. This could be followed up with a formal assessment of writing speed.
- There is a diagnosed medical condition made by trained medical professional that clearly states the use of a word processor / tablet would be required for examinations

Regardless of which of the above applies, the pupil must be able to demonstrate that they can competently use a laptop (i.e. typing speed) and if possible, this should have been practiced in at least one series of exams before the end of Year 11.

If a student is deemed to need the use of word processor / tablet for her examinations this does not necessarily mean they will have access to one for every exam they take – see point 4.6 for an explanation of this

The decision to issue a word processors / tablets will rest with the SENDCO and the member of staff who has the responsibility to assess for exam access arrangements, in conjunction with the school Exam's Officer

4   Exceptions

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 the curriculum is delivered electronically and the centre provide word processors for all candidates (AA 5.8.4)

5   Arrangements for the use of a word processor

Carshalton High School for Girls will ensure that the word processors (ICE 14.25):

- be used as a type-writer, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- have been cleared of any previously stored data
- that use portable storage medium will be provided by the centre and any previously stored data on that device is cleared
- be in good working order at the time of the examination
- in only used in a way to produce scripts under secure conditions, otherwise they may be refused
- are not used to perform skills which are being assessed
- is accommodated in such a way that ensures a candidate are not disturbed and cannot read the screen.
- is not connected to an intranet or any other means of communication
- do not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- do not include graphic packages or computer aided design software unless permission has been given to use these
- do 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 (ICE 14.20
- do not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- 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 the 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)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (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 his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet 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)

When printing the script after the exam has ended, Carshalton High School for Girls will ensure that:

- the word processor either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- the candidate must be present to verify that the work printed is his or her own.
- a word-processed script is attached to any answer booklet which contains some of the answers
- where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant body's awarding instructions)
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

STATEMENT

JCQ regulations (Access Arrangements and Reasonable Adjustments, section 5.8) state: 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.

The criteria Carshalton High School for Girls uses to award and allocate word processors for examinations

> Carshalton High School for Girls confirms the normal way of working in examinations is:
> - candidate handwrite responses on their examination scripts (an exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology)
>
> **Awarding the use of word processors**
> There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.
>
> Needs might include where a candidate has, for example:
>
> - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
> - a medical condition
> - a physical disability
> - a sensory impairment
> - planning and organisational problems when writing by hand
> - poor handwriting
>
> (This list is not exhaustive)
>
> The only exception to the above where the use of a word processor may be considered for a candidate would be:
>
> - on a temporary basis as a consequence of a temporary injury at the time of the assessment

- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements for the use of word processors at the time of the assessment
Appropriate exam-compliant word processors will be provided by the Girls Learning Trust in liaison with the SENDCo and the Exams Officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of ICE.