



**WEAVERS
ACADEMY**
*Creative
Education
Trust*

Examination Policy

2023-2024

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

J. Hunt

Date of next review

September 2024

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Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- all aspects of the centre exam process is documented and other relevant exams-related policies, procedures and plans are signposted
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that
- exam candidates understand the exams process and what is expected of them.

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff.

Roles and responsibilities

Overview

Head of centre

“The head of centre is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions, and the qualification specifications issued by the awarding bodies.

The head of centre may not appoint themselves as the examinations officer.” [GR1]

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - General regulations for approved centres (GR)
 - Instructions for conducting examinations (ICE)
 - Access Arrangements and Reasonable Adjustments (AA)
 - Suspected Malpractice in Examinations and Assessments (SMEA)
 - Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting controlled assessment and coursework)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught.
- Ensures the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to by the end of October confirming they are both aware of and adhering to the latest version of the JCQ regulations and instructions for conducting examinations and approves the Head of Centre formal declaration.
- Ensures a named member of staff acts as the Special Educational Needs Co-ordinator (SENCo)
- Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Ensures ***“that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, is not an invigilator during the timetabled written examination or on-screen test;”***
- Ensures security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions including
 - the location of the centre’s secure storage unit is in an area solely assigned to examinations
 - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
 - that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
 - Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allows the HoC to act immediately in the event of an emergency or staff absence)

“It is the responsibility of the head of centre to ensure that his/her centre: ...has in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle. (The examination contingency plan/examinations policy should also reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.)”

- Ensures required internal appeals procedures are in place

*“The centre agrees to...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 made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)”*

“The centre agrees to...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 enquiry about results or an appeal;”

- Ensures a disability policy for exams showing the centre’s compliance with relevant legislation is in place

“The centre agrees to...recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. A written disability policy setting out how the centre seeks to comply with the Equality Act 2010† and fully supporting disabled candidates must be available for inspection purposes.

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect ”

- Ensures a *complaints and appeals procedure* covering general complaints regarding the centre’s delivery or administration of a qualification is in place

“The centre agrees to... 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.”

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

“It is the responsibility of the head of centre to ensure that his/her centre... has in place a written child protection/safeguarding policy, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements...”

- Ensures the centre has a data protection policy in place
- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments

“...with its obligations in respect of identifying the need for, requesting and implementing access arrangements.”

“The centre agrees to... have a written process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly;”

- Ensures staff are only entered for qualifications through the centre where entry through another centre is not available
- Ensures the appropriate steps are taken where a candidate being entered for exams is related to a member of centre staff
- Ensures members of centre staff do **not** forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites such as Facebook
- Ensures members of centre staff do **not** advise parents/candidates to contact awarding bodies/JCQ directly

Exams officer

“The **examinations officer or quality assurance co-ordinator** is the person appointed by a head of centre to act on behalf of the centre in matters relating to the administration of awarding body examinations and assessments.”

- Understands the contents of annually updated JCQ publications including:
 - General regulations for approved centres
 - Instructions for conducting examinations
 - Suspected Malpractice in Examinations and Assessments
 - Post-results services (PRS)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- 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 training provided to invigilators for the required period
- Ensures awarding bodies are notified before the associated entries are submitted, where a candidate is being taught and prepared for examinations and assessments by a relative or where a relative of exams office staff is being entered for examinations and assessment

Senior leaders (SLT)

- Are 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 in Examinations and Assessments
 - Instructions for conducting non-examination assessments (and the instructions for conducting controlled assessment and coursework)

Special educational needs co-ordinator (SENCo)

- Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - Access Arrangements and Reasonable Adjustments
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as ‘access arrangements’)
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor’s qualification

Learning Leaders (LL)

- Ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo
- Ensures teaching staff keep themselves updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- Ensures teaching staff attend relevant awarding body training and update events

Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
- Keep updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

Invigilators

- Attend training, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception staff

- Support the EO in dealing with exam-related deliveries and dispatches with due regard to the security of confidential materials

Site staff

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

Candidates

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

The exam cycle responsibilities

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

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

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

Planning: roles and responsibilities

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ publications including GR, ICE, AA, SMEA and NEA (and the instructions for conducting controlled assessment and coursework)

Exams officer

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has been updated
- Signposts relevant centre staff to JCQ information that should be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces a plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of Pre Public Examinations (PPEs)

Learning Leaders

- Responds (or ensures teaching staff respond) to requests from the EO on information gathering
- Meets the internal deadline for the return of information
- Informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Notes internal deadlines and directs teaching staff to meet these

Access arrangements

Head of centre

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre
- Ensures a written process is in place to not only check the qualification(s) of their assessor(s) but that the assessment process is administered correctly
- Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENCo

- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements thereby ensuring that
- 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 **data protection notices** from candidates where required
- Applies for **approval** through *Access arrangements online* (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps relevant paperwork and evidence on file for JCQ inspection purposes
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the training provided to facilitators for the required period
- Provides and annually reviews a centre policy on the **use of word processors** in exams and assessments

"It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

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"

- Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

At Weavers Academy separate invigilation is determined by the SENCo, in conjunction with relevant teaching staff and the Exams Officer. JCQ are clear in that the decision to offer separate invigilation to candidates is the responsibility of the SENCo.

Weavers Academy will make its decision based on the following criteria:

- the candidate's difficulties are established within the centre;
- these difficulties are known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities;
- separate invigilation reflects the candidate's normal way of working in internal school tests and pre public examinations as a consequence of a long term medical condition or long term social, mental or emotional needs;
- 'normal way of working' includes separate invigilation during pre-public examinations, internal school tests and/or high level GCSE controlled assessments.

The following are two examples where candidates would be eligible for separate invigilation:

- A candidate with depression who has been under Child and Adolescent Mental Health Services (CAMHS).
- A candidate with an established medical condition or formally recognised social, emotional and behavioural difficulties.

Where a candidate simply panics on the day of an examination or becomes anxious, then he/she will not be offered separate invigilation but be seated more appropriately within the main examination hall.

Separate invigilation is no different to other access arrangements, such as prompters, supervised rest breaks etc. and will need to have documented evidence in place for the arrangements to be made. Heads of Year and Assistant Heads of Year will be aware of students with established and long term health conditions and which candidates are eligible for separate invigilation.

Working with the SENCo and exams officer (EO), who may highlight issues such as room availability and the need for additional invigilation, a centre-based decision will be made on the need for separate invigilation for students.

Senior Leaders, Learning Leaders, Teaching staff

- Support the SENCo in identifying and implementing appropriate access arrangements
- Senior leaders provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment

Head of centre

- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate (or parent/carer) to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- Ensures a **non-examination assessment policy** is in place for new GCE and GCSE qualifications

"The centre agrees to... 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.)"

- Ensures irregularities are investigated and any cases of suspected malpractice reported to the awarding body, as required

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place

Learning Leaders

- Ensures teaching staff delivering new GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ *Instructions for conducting non-examination assessments* and the specification provided by the awarding body
- For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body
- Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ *information for candidates* documents that are annually updated

Invigilation

Head of centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher

Exams officer

- Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides an annual training event for new invigilators and an update event for invigilators on the conduct of exams
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are made aware of the Equality Act 2010 and are trained in disability issues

Escalation Process

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to Tanya Goody Vice Principle inclusive learning.

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- Centre Inspection Service Changes

- Policies

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5)

- Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Tanya Goody Vice Principle inclusive learning.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

- Key dates in the examination cycle
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation

- Centre assessed work

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements

- Candidate information

Additional JCQ publications for reference:

- Information for candidates documents
- Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to Tanya Goody Vice Principle inclusive learning.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- A guide to the special consideration process

After examinations (Results and Post-Results)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to Tanya Goody Vice Principle inclusive learning.

To support understanding of the regulations and requirements

Main duties and responsibilities relate to:

- Results

Additional JCQ publication for reference:

- Release of Results notice

- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

- Certificates

Learner recruitment, registration and entries

Learner Recruitment

Learner Registration

Exam Entries

Candidate statements of entry

Exams officer

- Provides candidates with statements of entry for checking

Teaching staff

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates

- Confirm entry information is correct or notify the EO of any discrepancies

Estimated entries

Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from LLs in a timely manner to ensure awarding body external deadlines for submission can be met

Learning Leaders submit KS4 and KS5 Course information (subject specifications and codes) to the EO at the beginning of the academic year. The EO then uses this information to identify which subjects will need Estimated Entries submitting online prior to board deadlines.

Learning Leader

- Provides information requested by the EO to the internal deadline
- Informs the EO immediately of any subsequent changes to information

Final entries

Exams officer

- Requests final entry information from Learning Leaders in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs LLs of subsequent deadlines for making changes to final entry information without charge
- Confirms with LLs final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies

EO uses the KS4 and KS5 Course information submitted at the beginning of the academic year by LLs to create exam entry mark sheets in Arbor. LLs then complete these mark sheets with the correct information for their subjects/qualifications. Final entry sheets are then printed off by the EO and are signed and dated by LL to confirm authentication. The EO then submits these entries to awarding bodies via MIS / A2C.

Learning Leaders

- Provides information requested by the EO to the internal deadline
- Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- Checks final entry submission information provided by the EO and confirms information is correct

Entry fees

Weavers Academy will pay all normal exam fees on behalf of candidates.

Late entry or amendment fees are charged to subject capitation.

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. However after the deadline, costs must be met by the department

Candidates will be charged for entries if they fail to attend without good reason or if course work is incomplete without good reason.

Late entries

Exams officer

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets

Learning Leaders

- Minimises the risk of late entries by
 - following procedures identified by the EO in relation to making final entries on time
 - meeting internal deadlines identified by the EO for making final entries

Re-sit entries

Candidates will be permitted to retake a subject once at the school's discretion. Retake decisions will be made in consultation with the candidates, subject teachers, parents/ carers and Subject Leader. If in subjects where more than one module is retaken then a contribution may be asked for from the student.

The decision to retake at the School's expense will depend on:

- Whether the original mark was within reach of target grade.
- The professional judgement of teacher and Subject Leader.
- The agreement of the LL.

Other students may retake at their own expense but will be re-imbursed if the target grade is achieved.

If this process involves a significant number of students then the Learning Leader must clarify the situation with the Leadership Team at the earliest opportunity.

It will be responsibility of the Learning Leader to liaise with the Examination Officer to ensure that all information on retake entries is correct. If any cost to the student is incurred then this will administered by the Examination Officer / Finance Team.

Transfers of Students

Transferred candidate arrangements

We fully support learners who are transferring between centres. Where possible, we will support a transfer of credits for completed units.

Exams officer

- Liaises with the host or entering centre, as required
- Processes requests to the awarding body deadline
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements

Recognition of prior learning

We do not support a process for the recognition of prior learning as the majority of courses offered do not allow this to be used. Instead, where a student has studied a different course and transferred to us, the following will be considered in the best interests of the students

- Entry of the student for the original qualification studied for
- Mapping of previously completed work against the new exam board requirements
- Additional support and intervention to complete and catch up on missed work

Learner Support

https://www.weaversacademy.org.uk/wp-content/uploads/2021/10/CET_SEND_Policy_2021.pdf

<https://www.weaversacademy.org.uk/wp-content/uploads/2021/01/CET-Supporting-pupils-with-medical-conditions-policy-June-2020.pdf>

Access Arrangements and Reasonable Adjustments

Access arrangements

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

Reasonable adjustments

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

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

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

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment”

Purpose of the policy

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

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

Disability policy (exams)

A large part of the access arrangements policy is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

*“A **written** disability policy setting out how the centre seeks to comply with the Equality Act 2010† and fully supporting disabled candidates **must** be available for inspection purposes.*

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

The access arrangements policy further covers the assessment process and related issues in more detail.

The assessment process

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

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

Frances Ward - Postgraduate Diploma, SPLD APC, CCET, awarding body Dyslexia Institute, PATOSS, British Psychological Society

Checking the qualification(s) of the assessor(s)

The assessor must produce certified evidence of the qualifications held – copies of which are held at the front of each year group file

“Evidence of the assessor’s qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the Senco.”

How the assessment process is administered

The need to put a student forward for assessment is based on student progress throughout years 7, 8 & 9 and information received by the SENCo from teaching staff. From this a list is produced and a date arranged with our External Assessor for the year 9’s to be tested in July.

Recording evidence of need

Teachers complete an “Exam Con teacher info” form (App 1) indicating areas of concern and attach evidence where applicable. Any documents received by the SENCo from teaching staff are kept on file and details entered on to a spreadsheet

“A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. The SENCo must complete at least a ‘skeleton’ Section A of Form 8 prior to the candidate being assessed. Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the head of centre or a member of the senior leadership team should provide a written rationale supporting their decision to the parent/carer.

Gathering evidence to demonstrate *normal way of working*

normal way of working as defined by JCQ...

“The arrangement(s) put in place must reflect the support given to the candidate in the centre†, for example:

- *in the classroom (where appropriate);*
- *working in small groups for reading and/or writing;*
- *literacy support lessons;*
- *literacy intervention strategies;*
- *in internal school tests/examinations;*
- *mock examinations.*

This is commonly referred to as ‘normal way of working’. For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the SENCo or the assessor working within the centre.

Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval

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

The SENCo processes the information on AAO, the approval is then filed and the EO notified of the arrangement

Centre-delegated access arrangements

The SENCo along with the ALR Manager will process these arrangements and record them and the EO notified of the arrangement

Centre-specific criteria for particular access arrangements

Word processor policy (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre. See next chapter.

Separate invigilation within the centre

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

The decision will be based on

“whether the candidate has a substantial and long term impairment which has an adverse effect and the candidate's normal way of working within the centre”

Weavers Academy will make its decision based on the following criteria:

- the candidate's difficulties are established within the centre.
- these difficulties are known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.
- separate invigilation reflects the candidate's normal way of working in internal school tests and pre public examinations as a consequence of a long-term medical condition or long term social, mental or emotional needs.
- 'Normal way of working' includes separate invigilation during pre-public examinations, internal school tests and/or high-level GCSE controlled assessments.

The following are two examples where candidates would be eligible for separate invigilation:

- A candidate with depression who has been under Child and Adolescent Mental Health Services (CAMHS).
- A candidate with an established medical condition or formally recognised social, emotional and behavioural difficulties.

Where a candidate simply panics on the day of an examination or becomes anxious, then he/she will not be offered separate invigilation but be seated more appropriately within the main examination hall.

Separate invigilation is no different to other access arrangements, such as prompters, supervised rest breaks etc. and will need to have documented evidence in place for the arrangements to be made. Heads of Year and Assistant Heads of Year will be aware of students with established and long-term health conditions and which candidates are eligible for separate invigilation.

Working with the SENCo and Exams Officer (EO), who may highlight issues such as room availability and the need for additional invigilation, a centre-based decision will be made on the need for separate invigilation for students.

Word Processors in exams

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

Purpose of the policy

This policy details how Weavers Academy complies with AA Managing the needs of candidates and principles for centres 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.

The use of a word processor

The centre will

- 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
- award the use of a word processor to a candidate where appropriate to their needs, for example, a candidate with:
 - 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
- only permit the use of a word processor where the integrity of the assessment can be maintained
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- 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
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

The centre will not

- simply grant the use of a word processor to a candidate because they now want to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home.

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

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in the main hall in a row dedicated to word processor users

In compliance with the regulations the centre:

- provides 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, unless an awarding body's specification says otherwise
- 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
- 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
- ensures the candidate understands that each page of the typed script must be numbered

- 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/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners

The centre will ensure the word processor:

- 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, although standard formatting software is acceptable 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

Printing the script after the exam is over

The centre will ensure

- the word processor is either connected to a printer so that a script can be printed off
- the candidate is present to verify that the work printed is his or their 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 awarding body's instructions)

Centre specific processes

The following has now been configured:

1. 30 standard exams accounts created, named WEA-Exams001, WEA-Exams002 etc.
2. 30 spellcheck accounts created, named WEA-Exams.sc001, WEA-Exams.sc002 etc.
3. All 60 accounts have access to Word, the standard ones having spellcheck and other similar functionality disabled.
4. The passwords to all 60 of these accounts will be automatically reset and emailed to E) at 4.30 every weekday.
5. Each account has a printing pin matching it's own account number. Standard accounts are e001, e002 etc. Spellcheck accounts are es01, es02 etc.
6. Each account has it's own user area in which work can be stored, this is mapped as the N:\ drive and also redirected to the Documents folder which is no longer disabled. Word defaults to saving in this folder.
7. EO has been granted access to these home areas
8. The default Word template for these accounts has been configured to JCQ specifications, this will automatically open whenever the student opens Word.

Pre-exams

Access arrangements

SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor

Briefing candidates

Exams officer

- Issues individual exam timetable information to candidates
- Prior to exams issues relevant JCQ information for candidates documents
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
 - exam clashes
 - arriving late for an exam
 - absence or illness during exams
 - what equipment is/is not provided by the centre
 - food and drink in exam rooms
 - wrist watches in exam rooms
 - when and how results will be issued and the staff that will be available
 - the post-results services and how the centre deals with requests from candidates
 - when and how certificates will be issued

Dispatch of exam scripts

Exams officer

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

Invigilation

Exams officer

- Trains/updates invigilators annually
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator to check the rooms where a candidate and invigilator are accommodated on a 1:1 basis)
- Allocates invigilators to exam rooms according to the required ratios
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

SEnCo

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

Invigilators

- Provide information as requested on their availability to invigilate throughout an exam series

JCQ inspection visit

Exams officer or Senior leader

- Will accompany the Inspector throughout the visit

“A senior member of staff or a member of the exams office must be available to accompany the Inspector throughout the course of his or her centre visit, including inspection of the centre’s secure storage facility.”

Security of exam materials

Exams officer

- Has a process in place to record confidential materials delivered to the centre and issued to authorised staff
- Has in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- Receives, checks and securely stores question papers and other exam materials according to JCQ and awarding body requirements

Reception staff

- Follow the process to record confidential materials delivered to the centre and issued to authorised staff

Teaching staff

- Adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam clashes (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements

- Liaises with the SENCo regarding rooming of access arrangement candidates

SENCo

- Liaises with the EO regarding rooming of access arrangement candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Site staff

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

Alternative site arrangements

Exams officer

- ▶ Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- ▶ Will inform the JCQ Centre Inspection Service using the JCQ *Alternative Site* form of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Internal exams

Exams officer

- Prepares for the conduct of internal exams (Pre Public Examinations) under external conditions
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation

SENCo

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

Teaching staff

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

Conducting Exams

Roles and Responsibilities

Head of centre

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

Exams officer

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify candidate identity.

Weavers Academy is aware of the importance that all invigilators are able to establish the identity of all candidates sitting examinations.

The following procedures therefore apply:

- 1) A member of the Weavers Academy teaching staff will be present outside of the exam room to help monitor the students as they assemble and then enter the exam room.
- 2) Once inside the exam room, a member of the exam office team is present to further ensure all candidates are present and correct.

External candidates must bring photographic ID with them to all examinations.

If an invigilator still has a query on the identity of a student then a senior member of the Leadership Team will be called and they will provide confirmation as to the identity of the student in question. Photographic ID may be requested in the form of a passport, National ID card or photographic driving licence.

*“The centre agrees to... have in place **written** procedures to verify the identity of **all** candidates at the time of the examination or assessment;*

...A private, external or 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...

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

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

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements

Invigilators

- Follow the procedure for verifying candidate identity provided by the EO
- Seat candidates in exam rooms as instructed by the EO/on the seating plan

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams
 - applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Dispatch of exam scripts

Exams officer

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

Exam papers and materials

Exams officer

- Organises exam question papers and associated confidential resources in date order in secure storage
- Attaches erratum notices received to relevant exam question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks the time, date and paper details
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any clash candidates have completed the exam

Exam rooms

Head of centre

- Ensures that prior to exams commencing, revision or coaching sessions for candidates will not be held in the designated exam room(s)
- Ensures only authorised centre staff are present in exam rooms
- Ensures information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates. Candidates are not permitted to bring any form of food or sweets into the exam room. Water is allowed to be taken in and placed on desks in a clear plastic bottle as long as all labels and covering has been removed prior to entering the exam room.

Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis
- Ensures sole invigilators have an appropriate means of summoning assistance
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place

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

Site staff

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

Invigilators

- Conduct exams in every exam room as instructed in training/update events and briefing sessions

Candidates

- Are required to remain in the exam room for the full duration of the exam

Candidate absence

Once all candidates are seated in the exam room the EO notes which students are absent from the exam. This is then immediately reported to the Attendance Officer who will advise of any student sickness absence. For students who have unexplained absence the Attendance Officer and EO will telephone parents via contact details in Arbor to ascertain the issue. SLT will then be advised of any students who have an unexplained absence from the exam and a decision will then be made on the outcome of the absence. (Special Consideration for sickness / collect student from current location if well enough to attend and have enough time before being recorded Very Late for their exam).

SLT will consider candidates who are persistently absent from their exams on an individual basis according to circumstances regarding their absences.

Candidates will be charged for entries if they fail to attend without good reason or if course work is incomplete without good reason.

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

Candidates

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

Candidate late arrival

Once all candidates are seated in the exam room the EO will note which students are absent from the exam. This will then be immediately reported to the Attendance Officer who will advise of any student sickness absence. For students who have unexplained absence the Attendance Officer and EO contact the parent/carer of any candidate absent at the start of an exam. The parent/carer will be advised to keep the candidate under supervision at all times until the candidate is handed over to a member of the centre staff. In these circumstances the parent/carer and the candidate will be asked to sign an appropriate statement to confirm the supervision arrangements which were put in place.

A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. The candidate will be allowed the full-time, provided that adequate supervision arrangements are in place.

The awarding body will consider each case individually in light of statements from the parent/carer, the candidate and the centre.

Students who arrive very late for the exam, namely after candidates may have been allowed to leave the examination room, will be allowed to sit the exam. **However, unless they have been supervised during that time, the awarding body is unlikely to be able to accept the work.**

A candidate will be considered very late if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10.00 am for a morning examination or after 2.30 pm for an afternoon examination.

For an examination that lasts less than one hour, a candidate will be considered very late if they arrive after the awarding body's published finishing time for the examination.

When a candidate arrives very late for an examination, the following will be undertaken:

- The script will be sent to the awarding body/examiner in the normal way.
- Form JCQ/VLA (Report on candidate admitted very late to examination room) will be completed by the Exams Officer within 7 days of the examination taking place.
- **The candidate will be warned that the awarding body may not accept their work.**

If a candidate arrives in the afternoon for a paper that had been re-arranged for a morning session, the candidate may be allowed to take the paper at the published time as long as he/she has not had any contact with any candidate who sat the paper earlier. The awarding body will then decide whether or not to accept the script.

SLT will consider candidates who are persistently absent from their exams on an individual basis according to circumstances regarding their absences.

Candidates will be charged for entries if they fail to attend without good reason or if course work is incomplete without good reason.

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body as soon as practically possible after the exam has taken place
- Warns candidates that their work may not be accepted by the awarding body

Invigilators

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

Malpractice and Candidate Behaviour

Head of centre

- Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

Procedure

All Candidates will attend an exam information assembly led by Assistant Principal explaining expected behaviour in exams.

If any behaviour issues arise in the exam, the lead invigilator would deal with it and log on the exam incident form or escalate to the EO. The EO will then make an informed decision as to whether let SLT manage the issue.

SLT will ensure that internal disciplinary procedures relating to behaviour are followed when appropriate.

“The head of centre has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room.”

Senior leaders

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation)

Unauthorised materials and Student Belongings

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

Only necessary equipment, (pens, pencils, calculators, etc), should be brought to the exam room in a clear pencil case.

Mobile phones, MP3 Players, iPods, SmartWatches and wrist watches must not be brought into the exam room. You must ensure you hand your phone and other such items in to the invigilator as soon as you enter the exam room. You can retrieve your property at the end of the exam. You should not have any pen marks on your hands or arms.

Special consideration

Exams officer

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

Candidates

- Provide appropriate evidence to support special consideration requests, where required

Conflicts of Interest

All staff will complete a MS Form at the start of each academic year and any conflicts of interest will be reported to the relevant exam board

Declaration of Interest Form 2022/2023

To comply with the regulations, the centre is required to manage conflicts of interest and inform the relevant awarding bodies (by 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,
- centre staff are taking qualifications at their centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres

To ensure compliance, you must declare any of the statements that apply to you and complete the required information.

* This form will record your name, please fill your name.

1. Your name *

2. Your job title *

3. Subjects you teach (if applicable) *

4. Are you taking a qualification at this centre which includes an internally assessed component/unit *

Yes

No

5. If you have answered Yes to Q4 please state:

Awarding Body

Qualification Type

Subject

6. Are you teaching and preparing a member of your family or close friend/member of their immediate family for a qualification which includes an internally assessed component/unit *

Yes

No

7. If you have answered yes to Q7 please state:

Name of Candidate

Candidate number

Relationship to you

Qualification being taught and prepared for

Awarding body

8. Are you taking a qualification that does not include internally assessed components/units *

Yes

No

9. If you answered Yes to Q11 please state:

Entering Centre Name

Entering Centre Number

Awarding Body

Subject

10. Date Form completed *

Please input date (dd/MM/yyyy)



11. Signature *

Exam Contingency Plan

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

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

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

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

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

This plan also confirms Weavers Academy is compliant with the JCQ regulation (section 5, *General Regulations for Approved Centres 2022-2023*) that the Centre *has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence*.

Possible causes of disruption to the exam process

Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

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

Centre actions to mitigate the impact of the disruption :

- Principal to appoint member of administration staff to take over responsibilities should absence of EO have the potential to affect the meeting of deadlines.
- Staff member to work closely with EO to ensure they are up to date with the exam cycle and responsibilities at each point in time. This will be done under the supervision of the Vice Principal and Principal.

SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

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

Centre actions to mitigate the impact of the disruption :

- Principal responsible for ensuring position is filled should absence have the potential to disrupt exam preparation
- EO to ensure access arrangements are in place by the spring term of Year 10, for all students where possible.
- EO to plan access arrangements for exam days in advance of the Summer series, in consultation with the SENCo

Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

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

Centre actions to mitigate the impact of the disruption:

- EO responsible for ensuring deadlines are met for estimated entries. Any omissions to be referred to the Principal.
- Principal responsible for ensuring the priority for teaching is the examination cohort and staff will be covered in good time, by trained professionals, in all circumstances.

Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption :

- Principal to be informed if recruitment necessary.
- Cover supervisors and other Administrator staff to also receive up dated exam invigilator training to ensure back up is available in case of invigilator absence.

Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- *Insufficient rooms available on peak exam days*
- *Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions to mitigate the impact of the disruption :

- EO responsible for ensuring planning of rooms is completed by the end of the spring term to identify potential rooming issues.
- Alternative venues within the school to be made available by teaching staff in the event of an unexpected incident.
- Principal to liaise with EO to ensure no disruption due to room shortages.

Failure of IT systems or Cyber attack

Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*
- *MIS system failure at results release time*

Centre actions to mitigate the impact of the disruption:

- EO to contact awarding bodies directly to arrange alternative methods of information exchange.
- Principal to be informed.

Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption :

- Principal responsible for finding alternative venues/method of learning.
- Priority given to exam cohort.
- EO to contact awarding bodies for advice regarding special consideration.
- Centre to communicate with parents and students.

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

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption:

- EO to liaise with students and parents to find alternative venue/advise on next opportunity to sit the examination/apply for special consideration as required.

Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption :

- Open for exam candidates only if possible
- Use alternative venue, in agreement with awarding bodies.
- Offer students the opportunity to sit the next series.

Emergency Evacuation of the Exam Room

Criteria for implementation of the plan

- Centre has to evacuate one of the exam rooms
- 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.

Centre actions to mitigate the impact of the disruption :

Head of centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation

Senior leader

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

Special educational needs coordinator (SENCo)

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

Exams 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 exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedures for every exam room

- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process

Invigilators

- By attending training, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

Other relevant centre staff

- Support the senior leader, SENCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Exam Evacuation Procedure

The purpose of this procedure is to enable a full and safe evacuation of exam areas whilst maintaining the integrity of the exam conditions. The main issue is keeping students apart so communication between them can be eliminated. The school mainly uses the sports field in front of the main reception/admin block as an assembly point for exam students only.

The following Evacuation Procedures are given to each student before the start of the summer season:

- If the fire alarm sounds during the examination please remain seated until the invigilators tell you what to do. **Do not panic.**
- If you have to evacuate the room you will be asked to leave in silence and in the order in which you are sitting. Leave everything on your desk. Do not attempt to collect your coat or bag.
- You will be escorted to a designated assembly point, separate from the rest of the school. You must not attempt to communicate with anyone else during the evacuation.
- When you return to the exam room do not start writing until told to do so.
- You will be allowed the full working time for the exam and a report detailing the incident will be sent to the examination board.

Designated Evacuation Area - Sports Field behind the Sports Centre

If the fire alarm sounds during an examination the following procedure takes place:

- Note the time the fire alarm started. Ask students to stop writing and put down their pens.
- The students will not be evacuated automatically.
- A Senior Leader/Exams Officer will inform the invigilators if it is unsafe to remain in the exam room.
- If confirmation is made that it is a false alarm, the students remain seated. The exam will continue once the alarm is silenced.

If evacuation is necessary, the invigilators will take the following action:

- The Lead Invigilator will collect the attendance register and commence evacuation of the exam room.
- Advise students to leave all question papers and scripts in the room. Students should leave in silence and remain in row and desk number order.

- Make sure that the students are supervised as closely as possible while they are out of the exam room to make sure there is no discussion about the examination.
- Students must line up on the sports field in front of main reception/admin block.
 - Sports Centre – Hall 1: Students seated in Hall 1 will leave via the two fire doors and line up on the sports field/car park behind the Sports Centre.
 - Sports Centre – Hall 2: Students seated in Hall 2 will leave via the fire door and line up on the sports field behind the Sports Centre
 - Sports Centre – Meeting Room: Students seated in the Meeting Room will leave via fire door and line up on the car park behind the Sports Centre
 - A1 Admin/Main reception: Students seated in A1 / A3 will leave via the door to the sports field and line up on the field facing M block.
- The lead invigilator registers the students against the attendance register.

All Clear

- Once all clear is received, students are to be supervised back into the exam room remaining under exam conditions at all times.
- Note the time of re-starting the exam and change the finish time on the boards.
- Allow the students the full working time set for the examination.
- Fill out full details on the incident form
- The Exams Officer will make a full report of the incident, the action taken and send to the awarding body.

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption:

- EO to communicate with awarding bodies for approval of alternative delivery arrangements.

Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption:

- EO to communicate with awarding bodies immediately
- Student marks to be submitted based on appropriate evidence.
- Candidates offered the opportunity to retake in subsequent series.

Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption :

- EO and Principal to assess alternative arrangements for issuing results with the awarding bodies.
- Principal to inform students and parents about the delay as soon as possible.

Provider Contingency

Criteria for implementation of the plan

- Examination provider is no longer able to certify qualifications

Centre actions to mitigate the impact of the disruption:

- Reputable exam boards are used
- All qualifications are checked against government examination tables
- Wherever possible, units of work are entered and awarded in order to allow a transfer of credits
- The centre uses a wide variety of examination boards in order to minimise impact on students

Lock Down Policy

Purpose of the policy

This policy details the measures taken at Weavers Academy in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud
- a major fire in the vicinity
- a dangerous animal roaming loose
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

Weavers Academy has devised lockdown procedures after consulting GOV.UK's [Developing Dynamic Lockdown Procedures](#) guidance.

With regard to conducting examinations, the focus before, during and after an exam will be:

- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- maintaining the integrity and security of the examinations/assessments process
- how to achieve an effective lockdown
- how to let people know what's happening
- training staff engaged/involved in the conducting of examinations
- STAY SAFE principles (Run, Hide, Tell)

Roles and responsibilities

Head of centre

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

Senior leadership team (SLT)

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations
- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Exams officer

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

Invigilators

- To be aware of the centre's lockdown procedure
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room

Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode)
- The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- Invigilators will
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - take an attendance register/head count if possible
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:
 - tell candidates to stop writing immediately and turn their papers over.
 - collect the attendance register
 - make a note of time when the examination was suspended
 - instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
 - where safe/possible, communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode).
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
- The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- Invigilators will:
 - stop dismissing candidates from the exam room
 - instruct candidates who have left the room to re-enter the exam room
 - instruct candidates to remain silent and hide under examination tables
 - where safe/possible, communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode).
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

Ending a lockdown

- The lockdown will be ended by either
 - the sound of a defined alarm or
 - the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- Where applicable and if advised to do so by SLT/ head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination
- Invigilators will then:
 - ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
 - recalculate the revised finish time(s) to allow for the full exam time
 - tell the candidates to turn their papers over and re-start their exam
 - amend the revised finish time(s) on display to candidates
 - note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)
- The exams officer will
 - provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- Where applicable/possible/available, SLT/exams officer will
 - negotiate any alternative exam sittings with the awarding bodies
 - offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support
 - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Results and post-results

Internal assessment

Learning Leaders

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates or disposed of according to the requirements

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensures senior members of staff are accessible to candidates after the publication of results so that results may be discussed and decisions made on the submission of enquiries and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

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

Results Day Programme

Candidates will receive individual results slips on examination results days either in person or by post to their home addresses (candidates must provide stamped addressed envelope to the Exams Office prior to the end of the summer term).

Weavers Academy will not give results out over the telephone. If candidates would like somebody to collect results on their behalf they must bring the candidates signed written permission with them.

Arrangements for school to be open on results days are made by the Head of Centre and will be published on the school website for students and parent's information before the end of the summer term.

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

On both GCE and GCSE results day's senior staff from the school will be available to provide information, advice and guidance to support students.

Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required

Accessing results

Exams officer

- Informs candidates in advance of when and how results will be released to them
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

Post-results services

Head of centre

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal
- Understands that in the event of an awarding body initiating an *extended review of marking*, candidates' marks and subject grades may be lowered, confirmed or raised

Exams officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above *Briefing candidates* and *Access to scripts, enquiries about results and appeals procedures*)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and collect candidate informed consent and fees where relevant (**after** the publication of results)
- Submits requests to awarding bodies to meet the external deadline
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

Analysis of results

Assistant Principal – Data & Curriculum

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the *secondary school and college (key stage 4/16-18) performance tables September checking exercise*

Certificates

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

Receipt & Storage of Certificates

- All certificates are checked on arrival as per Awarding Body Instructions
- Certificates are stored securely in the Examination Secure Storage.
- A record is kept of all certificates received.

Distributing Certificates

- Certificates are collected and signed for by the candidate, after the Awarding Bodies deadline to issue certificates has passed. The signed record of the certificates handed out is kept securely.
- Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so and have written signed permission from the candidate.
- Replacement certificates are only issued if a candidate agrees to pay the costs incurred.

Candidates

- May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

Retention of records

Retention of certificates policy

- Those certificates not collected will be retained by Weavers Academy for 1 year from the date of issue, they will then be destroyed confidentially as per JCQ regulations. A record will be kept of all destroyed certificates.

Retention of Records (Exams Officer)

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
- Provides an exam archiving policy that identifies information held, retention period and method of disposal

See also, the archiving policy

Appeals and Complaints

https://www.weaversacademy.org.uk/wp-content/uploads/2022/11/CET_Complaints_Policy_July_2022.pdf

Weavers Academy is committed to ensuring that all students have equal access to the full range of Enquiries about Results offered by Exam Boards.

The following procedures apply:

All requests for enquiries about results must be received by the Exams Officer in school no later than 21 days after the publication of provisional results to allow time for processing the request. The exact deadline dates for these will be sent out to Learning Leaders prior to exam results being released.

No request can be actioned before the Exams Office receives a fully completed JCQ Candidate Consent Form, signed and dated by the candidate. Copies of these blank forms will be distributed to students prior to exam results day.

The correct forms must be fully completed and signed by the student. **Learning Leaders must ensure that candidates are aware before they submit the form that the final subject grade they are awarded following an enquiry may be higher or lower than the original grade they were given.**

Where a student wishes to make an enquiry about exam results he should discuss it with the appropriate Learning Leader in the first instance. If they agree to the enquiry then the academy will fund the enquiry about results.

If the Learning Leader disagrees that there is a valid case for an enquiry but agrees that the student can go ahead with the enquiry then the student must pay the appropriate fee for the enquiry. The fee must be paid before the school will action the enquiry.

Once the fully completed form is received by the Exams officer, the Enquiry about Results request is submitted online with the Exam Boards, ensuring that all information submitted is correct and reflects the students original request detailed on the signed consent form.

The academy will inform the student as soon as possible about the outcome of any Enquiry.

Appeals against internal assessment decisions (centre assessed marks)

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

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

Weavers Academy ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCE, GCSE, Project, Cambridge Technical, Cambridge Nationals, and BTEC qualifications, including the marking and quality assurance processes which relevant teaching staff are required to follow.

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

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

1. Weavers Academy 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.

2. Weavers Academy will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Weavers Academy will, having received a request for copies of materials, promptly make them available to the candidate within 5 days
4. Weavers Academy will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Weavers Academy will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 2 days of receiving copies of the requested materials by completing the **internal appeals form**.
6. Weavers Academy will allow 5 days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Weavers Academy will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Weavers Academy will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Weavers Academy will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

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

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

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

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

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

Appeals against access arrangements or special consideration decisions

“A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.

The SENCo must complete at least a ‘skeleton’ Section A of Form 8 prior to the candidate being assessed. Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the head of centre or a member of the senior leadership team should provide a written rationale supporting their decision to the parent/carer.

Enquiries about results (EARs)

Service 1 – clerical re-check

Service 2 – review of marking

Service 3 – review of moderation (this service is not available to an individual candidate)

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

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

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

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre’s decision not to support an enquiry, an internal appeal can be submitted to the centre by completing the internal appeals form at least 2 calendar days prior to the internal deadline for submitting an EAR.

The appellant will be informed of the outcome of his/her appeal [insert when – for example, before the internal deadline for submitting an EAR].

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

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

The **internal appeals form** should be completed and submitted to the centre within 2 days of the notification of the outcome of the EAR. Subject to the head of centre’s decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of receiving the outcome of the enquiry about results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

FOR CENTRE USE ONLY

Date received

Reference No.

Internal appeals form

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

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

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

Please state the grounds for your appeal below

(If applicable, tick below)

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

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

Appellant signature:

Date of signature:

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

Related policies

NEA Policy

Child Protection and Safeguarding

<https://www.weaversacademy.org.uk/wp-content/uploads/2022/09/Weavers-Academy-Child-Protection-Policy.pdf>

<https://www.weaversacademy.org.uk/wp-content/uploads/2022/09/CET-Safeguarding-Policy-22-23-.pdf>

<https://www.weaversacademy.org.uk/wp-content/uploads/2022/09/CET-Managing-safeguarding-concerns-and-allegations-made-about-adults-working-across-CET.pdf>

Data Protection and GDPR

https://www.weaversacademy.org.uk/wp-content/uploads/2022/05/CET_Data_Protection_Policy_November_2020.pdf

<https://www.weaversacademy.org.uk/wp-content/uploads/2021/02/CET-Privacy-Notice-Pupils-2021-02-18.pdf>

<https://www.weaversacademy.org.uk/wp-content/uploads/2021/02/CET-Privacy-Notice-Staff-2021-02-18.pdf>

https://www.weaversacademy.org.uk/wp-content/uploads/2021/05/CET_FOI_Policy_and_Publication_Scheme_Review_November_2020.pdf

Equalities

https://www.weaversacademy.org.uk/wp-content/uploads/2021/04/CET_Equality2C_Diversity_and_Inclusion_Policy_2021_final.pdf

Whistle Blowing

<https://www.weaversacademy.org.uk/wp-content/uploads/2021/09/CET-Whistleblowing-policy-July-2021.pdf>

Whistleblowing at Weavers Academy is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing board at Weavers Academy aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**¹, Weavers Academy will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding 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
- 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**² and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*³.

This policy sets out the whistleblowing procedures at Weavers Academy. It has been produced by the SLT member who is responsible for handling any cases of whistleblowing. He/She is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

¹ Reference www.jcq.org.uk/exams-office/general-regulations/

² Reference www.jcq.org.uk/exams-office/malpractice/

³ Reference www.jcq.org.uk/examination-system/imc-home/

Purpose of the policy

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Weavers Academy fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

The Whistleblower

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

Reporting

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the member of the senior leadership team with oversight of examination administration.

However, there may be times when it may be more appropriate to refer the issue direct to the governing board, most often when the allegation is against the head of centre.

Examples of malpractice

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

Whistleblowing procedure

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure⁴ to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA)⁵ offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day

⁴ Reference www.jcq.org.uk/exams-office/malpractice/public-interest-disclosure-act/

⁵ Reference **Public Interest Disclosure Act 1998** www.legislation.gov.uk/ukpga/1998/23/contents

one rights⁶. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it⁷.

Alternatively, a worker could consider making a disclosure to Ofqual⁸ as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

Anonymity

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'⁹. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

Students

Students at Weavers Academy are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

⁶ Reference <https://protect-advice.org.uk/pida/>

⁷ Reference www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/whistleblowing/

⁸ Reference www.gov.uk/guidance/ofquals-whistleblowing-policy

⁹ Reference www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies

Archiving Policy

https://www.weaversacademy.org.uk/wp-content/uploads/2021/05/CET_Records_management_policy_-_February_2021.pdf