

## Exam Policy

A copy of this policy is published in the following areas:  
The school's website

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Created by: Niky Riley, Exams Officer

### A. Purpose of the Policy

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Truro School 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, thus

*"...minimising risk to examination administration and any adverse impact on students, should the examinations officer be absent at a critical stage of the examination cycle."*

[JCQ [Notice to Centres – examination contingency plan/examinations policy](#)]

- 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

*"... the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute"*

[JCQ [General regulations for approved centres](#) (GR) 1]

- exam candidates understand the exams process and what is expected of them.

This policy will be 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.

The Exams Officer is responsible for the annual review and any required update of this policy.

The Senior Leadership Team is responsible for the approval and sign-off of this policy.

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## B. Roles and Responsibilities overview

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### B1. 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.*** [JCQ [GR](#) 1]

The Head of Centre will:

- be familiar with the contents, refer to and direct relevant Centre staff to annually updated JCQ publications including:
  - <http://www.jcq.org.uk/exams-office/general-regulations> (GR)
  - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> (ICE)
  - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
  - <http://www.jcq.org.uk/exams-office/malpractice>

The Head of Centre will ensure:

- the National Centre Number Register (NCNR) annual update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to
- the relevant senior leader(s), the Exams Officer (EO) and the SENco receives appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre and ensure compliance with the published JCQ regulations.
- Appoints a SENco who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- ***“that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the subject department and /or preparing the candidates for the examination, is not an invigilator during the examination or on-screen test;”*** [JCQ [ICE](#) 6]
- confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including:
  - the location of the centre’s secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials.
  - Appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of staff.
  - Access to the secure room and secure storage facility is restricted to the authorised 2-6 key holders
  - 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.
- risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow senior leadership team to act immediately in the event of an emergency or staff absence)

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff take as all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course and after examination have taken place.
- ensure irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidence of malpractice or maladministration, involving a candidate or member of staff are reported to the awarding body immediately
- that members of staff who have relatives taking exams do not have unaccompanied access to exam materials including question papers, pre-release materials and answer scripts
- the required internal appeals procedures are in place and drawn to the attention of candidate (and where relevant) their parents/carers
- the centre's equality policy demonstrates the centre's compliance with the relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements
- a complaints and appeals procedure covering general complaints regarding a centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers
- the centre has a child protection/safeguarding policy is in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements
- that the centre has in place a documented process in place relating to access arrangement and reasonable adjustments
- Ensure the relevant awarding body is informed of any **Conflict of Interest where**
  - A member of staff is taking a qualification at the centre which includes internally assessed components
  - A candidate is being taught and prepared for a qualification which includes internally assessed components by a member of staff with a personal connection to the candidate.
- Maintains records that confirm that measures are in place to mitigate any potential risk to the integrity of the qualifications affected by the above and where a member of the exams office have a personal connection to a candidate being entered at the centre or another centre.
- Other relevant centre staff where they may be involved in the receipt and dispatch of confidential materials are briefed on the requirement for maintaining the integrity and confidentiality of the exam materials.

### **Exam Contingency plan – Appendix A**

See Appendix A - *“For the academic year 2015/16, and with effect from the June 2016 examination series onwards, all Centres must have an examination contingency plan/examinations policy on file for inspection”* [JCQ [Notice to Centres – examination contingency plan/examinations policy](#)]

### **Internal Appeals Procedure – Appendix B**

See Appendix B

- required internal appeals procedures are in place

### **Equality Policy**

The Truro School Equality Policy is incorporated in the Accessibility Plan. This can be found on the school web site at <http://www.truroschool.com/senior/about-us/policies/>.

- an equality policy showing the Centre's compliance with relevant legislation is in place

## B2. 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.”*

[JCQ [GR 1](#)]

The EO will:

- be familiar with the contents of annually updated JCQ publications including:
  - <http://www.jcq.org.uk/exams-office/general-regulations>
  - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
  - <http://www.jcq.org.uk/exams-office/malpractice>
  - <http://www.jcq.org.uk/exams-office/post-results-services>
- be familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ensure key tasks are undertaken and key dates and deadlines met
- recruit, train and deploy a team of internal/external invigilators; appoint lead invigilators, as required

## B3. Senior Leadership Team (SLT)

- will be familiar with the contents, refer to and direct relevant Centre staff to annually updated JCQ publications including:
  - <http://www.jcq.org.uk/exams-office/general-regulations>
  - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
  - <http://www.jcq.org.uk/exams-office/malpractice>

## B4. Head of Learning Support/Specialist Teacher

- will be familiar with the contents, refer to and direct relevant Centre staff to annually updated JCQ publications including:
  - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- will lead on the access arrangements and reasonable adjustments process (referred to in this policy as ‘access arrangements’)
- if not the qualified specialist assessor, will work with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- will present when requested by a JCQ inspector, evidence of the specialist assessor’s qualification

***“Evidence of the specialist assessor’s qualification(s) must be held on file for inspection purposes. The documentation must be presented to the JCQ Centre Inspector by the Head of Learning Support.”*** [JCQ [Criteria for a specialist assessor](#)]

*Note: Truro School, the head of learning support fulfils the role of the SENCo with respect to exams access arrangements*

## B5. Heads of Department (HoDs)

- will ensure 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 Head of Learning Support

- will ensure teaching staff keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- will ensure teaching staff attend relevant awarding body training and update events

#### **B6. Teaching Staff**

- will undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and Head of Learning Support
- will keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- will attend relevant awarding body training and update events

#### **B7. Invigilators**

- will attend training, update, briefing and review sessions as required
- will provide information as requested on their availability to invigilate

#### **B8. Reception Staff/Caretakers**

- will support the EO in dealing with exam-related deliveries and dispatches with due regard to security at all times

#### **B9. Site staff**

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

## **C. The Exam Cycle**

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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:

- C1 Planning
- C2 Entries
- C3 Pre-exams
- C4 Exam time
- C5 Results and post-results

This exam policy identifies the roles and responsibilities of Centre staff within this cycle.

### **C1. Planning**

#### **C1.1 Information Sharing**

The EO will:

- inform relevant Centre staff of JCQ and awarding body documentation relating to the exam process that has been updated
- signpost relevant Centre staff to information that should be provided to candidates
- as the Centre administrator, approve relevant access rights for Centre staff using awarding body secure extranet sites

#### **C1.2 Information Gathering**

The EO will:

- undertake 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

- research awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all qualifications
- produce an annual exams schedule of key tasks and key dates to ensure all external deadlines can be effectively met; inform key Centre staff of internal deadlines
- collect information on domestic exams to enable preparation for and conduct of 5<sup>th</sup> Year, Lower Sixth and Upper Sixth domestic (mock) exams

HoDs will:

- respond (or ensure teaching staff respond) to requests from the EO on information gathering
- meet the internal deadline for the return of information
- inform 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

### C1.3 Access Arrangement

A member of SLT will:

- Produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.

The Head of Learning Support will:

- assess affected candidates (or work with the appointed specialist assessor) to identify access arrangements requirements thereby ensuring that

*“where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the Head of Centre**”*  
[JCQ [GR](#) 5]

- gather **evidence of need** to support access arrangements
- liaise with teaching staff to gather evidence of **normal way of working**
- gather signed **data protection notices** from candidates where required
- with the EO, apply for **approval** through Access Arrangements Online (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- keep relevant evidence on file for JCQ inspection purposes
- liaise with the EO regarding exam time arrangements for access arrangement candidates
- assist EO to ensure staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- ensure criteria for candidates allowed **separate invigilation within the centre** is clear, meets the requirements of JCQ access arrangements and best meets the needs of individual candidates and remaining candidates in main exam rooms

### C1.4 SLT, HoDs, Teaching Staff will:

- support the Head of Learning Support in determining and implementing appropriate access arrangements

### C1.5 Internal Assessment

The Head of Centre will ensure:

- an **internal appeals procedure** is in place for a candidate (or parent/carer) to appeal against an internal assessment decision
- a policy for the **management of controlled assessment** is in place, identifying staff responsibilities and examining potential risks

## Non-Examination Assessment Policy – Appendix C

See Appendix C

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

SLT will ensure:

- teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set, conduct, mark and authenticate candidates' work
- a process of internal moderation and standardisation is in place

HoDs will ensure:

- teaching staff delivering GCSE qualifications follow instructions for conducting controlled assessment <http://www.jcq.org.uk/exams-office/controlled-assessments/> and subject-specific information where provided by the awarding body
- teaching staff delivering GCE, Entry Level or Project qualifications follow instructions for conducting coursework <http://www.jcq.org.uk/exams-office/coursework> and subject-specific information where provided by the awarding body
- for other qualifications, teaching staff follow appropriate instructions issued by the awarding body

Teaching staff will ensure:

- appropriate instructions for conducting internal assessment are followed
- candidates are aware of JCQ or awarding body information for candidates on producing work that is internally assessed

### C1.6 Invigilation

The EO will:

- provide an annual training event for new invigilators and an update event for invigilators in the conduct of exams
- ensure invigilators supervising access arrangement candidates understand their role and the rules and regulations of the access arrangement(s)

## C2. Entries

The term 'entries' is used to describe entry/registration information for internally and externally assessed components, and certification of qualifications against which a result will be reported.

### C2.1 Estimated Entries

The EO will:

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

### Estimated Entries Collection and Submission Procedure

Estimated entries are collected via email (the EO will send out a form to HODs to complete at the start of the new academic year). The EO will then submit estimated entries to the relevant exam boards using the boards' standard procedures (secure websites) to meet the relevant deadlines

HoDs will:

- provide information requested by the EO to the internal deadline
- inform the EO immediately of any subsequent changes to information

## **C2.2 Final Entries**

The EO will:

- request final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- inform HoDs of subsequent deadlines for making changes to final entry information without charge
- confirm with HoDs final entry information that has been submitted to awarding bodies
- ensure as far as possible that entry processes minimise the risk of entries or registrations being missed and reduce the potential for late or other penalty fees being charged by awarding bodies

### **Final Entries Collection and Submission Procedure.**

The EO will set up entry mark sheets in SIMS for all relevant subjects. Ad hoc entries will also be made as necessary upon permission of the Deputy Headmaster. HODs will check their entry mark sheets on SIMS, make any amendments as necessary and then email the EO to confirm the entries are correct and complete by the deadline given. Once the EO has received an email from a HOD to confirm their entries are ready to be submitted an entry file will be generated in SIMS Examiner and sent to the relevant exam board via A2C software. This will be completed within good time to avoid late entry fees.

HoDs will:

- provide information requested by the EO to the internal deadline
- inform 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
- check final entry submission information provided by the EO and confirm information is correct

## **C2.3 Entry Fees (including re-sits)**

- Once exam entries have been finalised a fee report by year group will be run by the EO in SIMS Examiner and converted to an Excel spreadsheet. Any additional charges will then be added manually by the EO (with a comment added to ensure all extra charging is clear). This will then be forwarded to the Finance Department before Easter (so that exams fees will be added to the Summer term bills). Any fees resulting from late entries will either be re-charged to the relevant department or added to the student's school bill (individual requests will be emailed to Finance with a clear reason for charge). Late entries will only be made by the EO once it has been determined who is going to pay for the additional charges (ie Dept or student).

## **C2.4 Late entries**

The EO will:

- clearly communicate entry deadlines to minimise the risk of late entries



- charge any late or other penalty fees to departmental budgets or students as relevant

HODs will:

- minimise 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

## **C2.5 Private Candidates**

- Private candidates will only be accepted if they are former pupils of the school wishing to re-sit exams. A form will be sent to any students wishing to be entered as private candidates. Once this form and payment have been received, entries will be made. It is made clear that entries will not be processed unless and until payment has been received. Information including timetables and code of conduct will be issued to all private candidates before their exams start.

## **C2.6 Transfer of Credit**

The EO will:

- provide information to relevant Centre staff/candidates on transferring credit for GCE AS qualifications
- meet the awarding body deadline for requesting transfer of credit

*“The transfer of credit process will not apply to new linear GCE A-level specifications being introduced for first teaching in England from 1 September 2015 onwards.”* [JCQ [GCE AS Transfer of Credit arrangements 2015/2016](#)]

The Admissions department will:

- inform the EO and Head of Year of affected candidates at the start of the academic year

## **C2.7 Candidate Statements of Entry**

The EO will:

- provide candidates with statements of entry for checking

Tutors will:

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

Candidates will:

- confirm entry information is correct or notify the EO of any discrepancies in a timely manner

## **C3. Pre-exams**

### **C3.1 Access Arrangements**

The Head of Learning Support will:

- ensure candidates are informed of the access arrangements that are in place for their exams and assessments

### **C3.2 Briefing Candidates**

Before exams the EO and/or Deputy Head will:

- issue individual exam timetable information to candidates including clash arrangements
- issue relevant JCQ information for candidates (via the school website)
- where relevant, issue awarding body information to candidates
- issue centre exam information to candidates (Exam Handbook) which will include information on:
  - arriving late for an exam
  - absence or illness during exams
  - exam equipment and unauthorised items
  - code of conduct
  - when results and certificates will be issued
  - the post-results services process

### **C3.3 Dispatch of Exam Scripts**

The EO will

- identify and confirm 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

### **C3.4 Estimated Grades**

HoDs will:

- ensure teaching staff provide estimated grade information to the EO to the internal deadline (where this still may be required by the awarding body)

The EO will:

- submit estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- keep a record to track what has been sent

### **C3.5 Internal assessment**

HoDs will ensure:

- teaching staff provide marks for internally assessed components of qualifications to the EO to the internal deadline
- teaching staff authenticate candidates' work as per awarding body requirements
- teaching staff provide required samples of work for moderation to the EO to the internal deadline

The EO will:

- submit marks and samples to awarding bodies/moderators to meet the external deadline
- keep a record to track what has been sent
- log moderated work returned to the centre
- ensure teaching staff are aware of the guidelines in terms of retention and subsequent disposal of candidates' work
- authenticate their work as required by the awarding body

### **C3.6 Invigilation**

The EO will:

- hold regular training sessions for all invigilators

- deploy invigilators effectively to exam rooms throughout an exam series
- allocate invigilators to exam rooms as per the required ratios
- liaise with the Head of Learning Support regarding the facilitation and invigilation of access arrangement candidates

The Head of Learning Support will:

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

Invigilators will:

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

### **C3.7 JCQ Inspection Visit**

A member of SLT or the EO will

- be prepared “to accompany the Inspector **throughout** the course of his or her Centre visit, including inspection of the Centre’s secure storage facility.” [JCQ [ICE](#) Introduction]

### **C3.8 Seating and Identifying Candidates in Exam Rooms**

The EO will:

- ensure a procedure is in place to verify candidate identity

#### **Verifying Candidate Identity Procedure**

- Student photos by year group will be available in the main exam room to enable the identification of candidates. Heads of Year may also be in the exam room at the start of the exam to verify the identity of all candidates
- ensure that invigilators are aware of the procedure
- provide seating plans for exam rooms as per JCQ and awarding body requirements

Invigilators will:

- follow the procedure for verifying candidate identity provided by the EO
- seat candidates in exam rooms as instructed by the EO/in the seating plan

### **C3.9 Security of Exam Materials**

The EO will:

- have a process in place to record confidential materials delivered to the Centre and issued to authorised staff
- have in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- receive, check and securely store question papers and other exam materials as per JCQ and awarding body requirements

Caretaker/Reception staff will:

- follow the process to record confidential materials delivered to the Centre and issued to authorised staff

Teaching staff will:

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

### **C3.10 Timetabling and Rooming**

The EO will:

- produce a master Centre exam timetable for each exam series
- identify and resolve candidate exam clashes
- identify exam rooms and specialist equipment requirements
- allocate invigilators to exam rooms as per the required ratios
- liaise with site staff to ensure exam rooms are set up as per JCQ and awarding body requirements
- liaise with the Head of Learning Support regarding rooming of access arrangement candidates

The Head of Learning Support will:

- liaise with the EO regarding rooming of access arrangement candidates

Site staff will:

- liaise with the EO to ensure exam rooms are set up as per JCQ and awarding body requirements

### **C3.11 Transferred Candidate Arrangements**

The EO will:

- liaise with the host or entering Centre, as required
- process requests to the awarding body deadline
- where relevant (for an internal candidate) inform the candidate of the arrangements that have been made for their transferred candidate arrangements

### **C3.12 Domestic Exams**

The following is specifically related to our mock exams and the L6 Domestic Exams, we have a different system for the Lower School Domestic Summer Exams.

The EO will:

- prepare for the conduct of domestic exams under external conditions
- provide a Centre exam timetable of subjects and rooms
- provide seating plans for exam rooms where possible
- request internal exam papers from teaching staff
- arrange invigilation

Note: For the Lower School Domestic Summer Exams, the running of these domestic exams will be delegated to the Director of Digital Strategy, supported by the School Administrative Team.

The Head of Learning Support will:

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

Teaching staff will:

- provide exam papers and materials to the EO

- support the Head of Learning Support in making appropriate arrangements for access arrangement candidates

## **C4. Exam Time**

### **C4.1 Access Arrangements**

The EO will:

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

### **C4.2 Candidate Absence**

#### **Candidate Absence Policy**

For external exams the EO will be contacted or chase up any late or absent candidates at the start of the exam. Depending on the circumstances a plan will be put in place for each individual situation to be agreed with the candidate. For internal exams, the EO will advise HODs of any students who are absent. These will then either be picked up in a mop-up session run at the end of the internal exam session or, if this is not possible, will be picked up by the HOD.

Invigilators will:

- be 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 will:

- be charged relevant entry fees for unauthorised absence from exams

### **C4.3 Candidate Behaviour**

See Exam Handbook published on the school website at the start of each Summer exam series. This document is updated annually by the Deputy Headmaster and EO.

### **C4.4 Candidate Belongings**

See Exam Handbook published on the school website (at the start of each exam series).

### **C4.5 Candidate Late Arrival**

The EO will:

- ensure 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
- warn candidates that their work may not be accepted by the awarding body

Invigilators will:

- be 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

### **Candidate Late Arrival Policy**

Detailed in the Exam Handbook published on the school's website.

### **C4.5 Conducting Exams**

The Head of Centre will:

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

The EO will:

- ensure exams are conducted as per JCQ and awarding body instructions

### **C4.6 Dispatch of Exam Scripts**

The EO will:

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

### **C4.7 Exam Papers and Materials**

The EO will:

- organise exam question papers and associated confidential resources in date order in secure storage
- attach erratum notices received to relevant exam question paper packets
- collate attendance registers and examiner details in date order
- regularly check mail or inbox for updates from awarding bodies

### **C4.8 Exam Rooms**

The Head of Centre will:

- ensure only approved Centre staff are present in exam rooms
- ensure that information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

### **Food and Drink in Exam Rooms**

See Exam Handbook.

The EO will:

- ensure exam rooms are set up as required in the regulations
- provide invigilators with appropriate resources to effectively conduct exams
- ensure sole invigilators have an appropriate means of summoning assistance
- ensure invigilators understand how to deal with candidates who may need to leave the exam room temporarily

SLT will:

- ensure a documented emergency evacuation procedure is in place

## **Emergency Evacuation Procedure - See Appendix D**

The EO/Head Invigilator will

- ensure exam rooms are set up as instructed by JCQ and awarding bodies
- provide authorised exam materials which candidates are not expected to provide themselves
- brief invigilators on exams to be conducted on a session by session basis
- ensure invigilators and candidates are aware of the emergency evacuation procedure

Site staff will:

- 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 will:

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

Candidates will:

- be required to remain in the exam room for the full duration of the exam unless asked to leave as a result of an emergency evacuation.
- not communicate with other students during an emergency evacuation

### **C4.9 Irregularities**

The Head of Centre will:

- ensure any cases of suspected malpractice (by Centre staff, candidates, invigilators) are investigated and reported to the awarding body as required

### **Managing Behaviour**

See the Exams Handbook

SLT will:

- 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

The EO will:

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

Invigilators will:

- 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)

#### **C4.10 Malpractice**

See Irregularities above.

#### **C4.11 Special Consideration**

The EO will:

- process appropriate requests for special consideration to awarding bodies
- gather evidence which may need to be provided by other staff in Centre or candidates
- submit to awarding bodies to the external deadline

Candidates will:

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

#### **C4.12 Unauthorised Materials**

Arrangements for unauthorised materials taken into the exam room:

- Unauthorised materials will be put into a numbered envelope with the corresponding number being given to the student. Envelopes will then be taken to the school office for students to collect at the end of the exam. Students can also hand in such items straight to the school office before the exam using the same numbered envelope process.

Invigilators will:

- be informed of the arrangements through training

#### **C4.13 Domestic Exams**

The EO will:

- brief invigilators on conducting domestic exams
- return candidate scripts to teaching staff for marking

Invigilators will:

- conduct domestic exams as briefed by the EO

### **C5. Results and Post-Results**

#### **C5.1 Internal Assessment**

HoDs will ensure:

- 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
- work is returned to candidates or disposed of according to the requirements

#### **C5.2 Managing Results Day(s)**

SLT will:

- identify Centre staff who will be involved in the main Summer results day(s) and their role

Site staff will:

- ensure the Centre is open and accessible to Centre staff and candidates, as required



### **C5.3 Accessing Results**

The EO will:

- inform candidates in advance of when and how results will be released to them (via Exam Handbook)
- set up an exam embargo to ensure the security of results on restricted release days
- confirm with Deputy Headmaster who will be allowed access to results on restricted release days
- access results from awarding bodies under restricted release of results, where this is provided by the awarding body
- resolve any missing or incomplete results with awarding bodies
- issue statements of results to candidates on publication of results
- provide summaries of results for relevant centre staff on publication of results

### **C5.4 Post-Results Services**

The EO will:

- provide information to candidates and staff on the services provided by awarding bodies and the fees charged
- publish internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- provide a process to record requests for services and collect candidate informed consent and fees where relevant
- submit requests to awarding bodies to meet the external deadline
- track requests to conclusion and inform candidates and relevant Centre staff of outcomes
- update Centre results information, where applicable

The Head of Centre will:

- ensure an **internal appeals procedure** is available where candidates disagree with the Centre decision not to appeal against the outcome of an enquiry about results

Teaching staff will:

- meet internal deadlines to request the services and gain relevant candidate informed consent
- identify the budget to which fees should be charged if relevant

Candidates will:

- meet internal deadlines to request the services
- provide informed consent and fees, where relevant

### **C5.5 Analysis of Results**

Following the publication of results, the EO will:

- provide analysis of results to appropriate Centre staff
- provide results information to external organisations where required
- undertake the Key Stage 4/16-18 Performance Tables checking exercise

## **C5.6 Certificates**

Certificates are provided to Centres by awarding bodies after results have been confirmed. The process for issuing certificates to candidates is:

### **Issue of Certificates Procedure**

The EO will manage the arrival and sorting of certificates into named envelopes (to be provided by school office). Once certificates are ready for collection a communication will be sent to former and current students requesting that they collect their certificates from the school office. All certificates must be signed for using the relevant form available in the school office. For students who live out of county the EO will arrange for certificates to be posted 'signed for'. The EO will communicate with these students directly regarding this process including giving students an opportunity to request their certificates be posted to a location other than their home address on SIMS (for example an overseas student studying at a UK university).

Candidates may:

- arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation.

### **Retention of Certificates Policy**

Unclaimed certificates will be held on the student's school file.

### **Review**

The EO will:

- review the exam year with their manager during the appraisal process, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- receive and evaluate feedback from staff, candidates and invigilators to inform review

The EO's manager will:

- work with the EO to produce a plan to action any required improvements identified in the review

### **Retention of Records**

The EO will:

- keep records as required by JCQ and awarding bodies for the required period.
- keep records as required by the Centre's records management policy
- provide an exam archiving procedure that identifies information held, retention period and method of disposal

### **Exam Archiving Procedure – Appendix E**

The exam archiving procedure identifies information held, retention period and method of disposal.

## **D. Appendices**

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**Appendix A – Exam Contingency Plan (from page 20)**

**Appendix B – Internal Appeals Procedure (from page 26)**

**Appendix C – Non-Exam Assessment Policy (from page 30)**

**Appendix D – Emergency Evacuation and Lockdown Procedure (from page 37)**

**Appendix E – Exam Archiving Procedure (from page 40)**

**Appendix F – Word Processor Use in Exams (page 47)**

## **E. Beyond the scope of this policy**

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The following required policies are considered beyond the scope of the exam policy.

### **Child Protection & Safeguarding Policy**

The Truro School Child Protection & Safeguarding Policy can be found on the school web site at <http://www.truroschool.com/senior/about-us/policies/>

### **Data Protection Policy**

The Truro School Data Protection Policy can be found on the school web site at <http://www.truroschool.com/senior/about-us/policies/>

### **Recruitment and Selection Policy**

The school's written policy on DBS (Disclosure and Barring Service) clearance is contained in the Recruitment and Selection Policy, which is published on the school intranet at <http://intranet/ASS/General%20Info/policies/employment/>

## APPENDIX A - Exam Contingency Plan

### A. Purpose of the Policy

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

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

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

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

### B. Causes of Potential Disruption to the Exam Process and Centre Actions to Mitigate Disruption

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#### B1. Exams 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 schedule 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 appoint an Exams Assistant who will work alongside the EO throughout the academic year who can identify and complete crucial tasks during the period of EO absence in order to ensure the exams process runs smoothly.
- The EO to ensure that a yearly exams schedule highlighting key tasks is available to the Exams Assistant and EO line manager.
- The EO to ensure that the Exam Day Action Plan is reviewed and updated annually. This will be used should the EO be absent when exams are running.
- The EO to ensure the Head Invigilator is fully briefed before and during the exam period so that she can take over the running of an exam day should the EO be absent when exams are running.

Centre teaching staff may need to be assigned to cover invigilation duties if the Head Invigilator needs to take over the EO role on an exam day.

## **B2. Head of Learning Support 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 contact Gretta Lugg (former Head of Learning Support) who would be able to pick up the key activities needed to ensure Learning Support exam related activities are undertaken during extended absence of current Head of Learning Support.

### **B3. 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 EO on time; resulting in:
  - candidates not being entered for exams/assessments or being entered late
  - late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

#### Centre actions:

Cover will always be provided for HODs with an extended absence, either from within a department, from within a faculty, by recruitment or from SLT. This may either be through SLT formally appointing an acting HOD, by assigning the role to the deputy in department or through the line manager clearly identifying responsible staff. In departments with a single teacher, this role may be performed by a member of SLT or another HOD from within the same faculty.

### **B4. 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:

- The Centre will allocate teaching staff to cover any last minute or emergency invigilation requirements via the normal staff cover process.
- The EO will ensure all external invigilators receive initial training on appointment plus an annual update to ensure they are familiar with any changing JCQ requirements.

EO to review invigilation requirements and flag up any shortages to their line manager at the beginning of the academic year.

### **B5. Exam Rooms - Lack of Appropriate Rooms or Main Venues Unavailable at Short Notice**

#### Criteria for implementation of the plan

- EO 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:

- The EO will ensure that all rooming requirements are identified well in advance of each exam season and that any issues with rooming are raised with their line manager in order that they can be resolved before the exam season starts.

If the main exam venue is unavailable alternative accommodation will be considered and made available as necessary including the Gym, SBASC or Heseltine Gallery.

## **B6. Failure of IT systems**

### Criteria for implementation of the plan

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

### Centre actions:

- Minimise the chance of failure by keeping software up to date, maintaining backups, maintaining virus checkers, monitoring software performance and using industry-standard software (SIMS). Perform trials where test uploads and downloads are possible. Install two broadband lines to maintain internet connection.
- Recovery after failure through provision of in-school technical support, from the SIMS staff (School Administrator, Front Office Team or Director of Digital Strategy) and from the Network Manager's Team. Continued payment for support contracts with Capita SIMS and RM.

Recovery from catastrophic failure by taking daily backups.

## **B7. 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

*The Centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]*

### Centre actions:

- The school has a disaster management plan, which would be used in case of a major problem such as fire, flooding, plague etc
- Alternative locations for sitting exams in an emergency exist on-site and in the Prep School, such as the Gallery, Prep Sports Hall and SBASC

Use of Schoolcomms, Everest, Portal, VLE and Cloud Computing (Office 365) for communication with pupils who are unable to get into school and provision of learning resources.

## **B8. 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:

- The EO will communicate with the relevant awarding organisation as soon as possible to make them aware of the issue.

The Head of Centre will communicate with parents, carers and candidates regarding the agreed solution to the issue.

### **B9. 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:

- The EO will inform each awarding organisation as soon as possible if the Centre is unable to open during an exam period.

Possible alternative sites will be considered including the Prep School and Penair School, TR1 1TN.

### **B10. Disruption in the Distribution of Examination Papers**

#### Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the Centre in advance of examinations

#### Centre actions:

- The EO will contact the relevant awarding organisation to arrange delivery of papers to the Prep School site if they cannot be received at the Senior School site.

The EO will ensure the Prep School are aware of the necessary arrangements for secure storage of exam papers.

### **B11. 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:

The EO will communicate with the relevant awarding organisations to resolve the issue as soon as possible (for exams, taking papers to the local Royal Mail collection point).

### **B12. Assessment Evidence is not Available to be Marked**

#### Criteria for implementation of the plan

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

#### Centre actions:

The Head of Centre will communicate this immediately to the relevant awarding organisations and subsequently to students and their parents or carers.



## **B13. Centre Unable to Distribute Results as Normal**

### Criteria for implementation of the plan

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

### Centre actions:

The EO will contact the awarding organisations about alternative options for distribution of results.

**Causes 7-13** – all scenarios, criteria and specific communications have been taken directly from the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

## **C. Further Guidance to Inform and Implement Contingency Planning**

### **Ofqual**

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

### **JCQ**

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

### **GOV.UK**

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

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

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

## APPENDIX B - Internal Appeals Procedure

### A. Purpose of the Policy

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The internal appeals procedures for Truro School have been produced to demonstrate compliance with the following:

#### JCQ General Regulations for Approved Centres

<http://www.jcq.org.uk/exams-office/general-regulations>

#### Controlled Assessments, Coursework and Portfolios of Evidence

5.8 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.)

#### Post-Results Services and Appeals

5.14 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; (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.)

### B. Appeals Procedure Against Internal Assessment Decisions

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Truro School is committed to ensuring that internal assessments are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents.

This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills, and training in this activity
- Subject staff authenticating candidates work according to the requirements of the relevant awarding body
- A process of internal moderation and standardisation led by nominated staff

An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

All appeals must follow the procedure detailed below.

**Note** - appeals may only be made against the marking/assessment process not against the mark submitted by the Centre for moderation by the awarding body.

- Appeals should be made as early as possible and **at least two weeks before** the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the Summer exam series)
- Appeals should be made using the **internal appeals form** (Appendix A) completed by the candidate (or parent/carer)
- The Head of Centre will appoint a member of the Senior Leadership Team, who has no involvement in the assessment process for that subject to conduct the investigation
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements as detailed in the awarding body specification(s) and/or subject-specific associated documents
- The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to internal assessment procedures
- The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity in procedures to light, the awarding body will be informed

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

## **B2. Appeals Procedure Against Centre Decisions not to Support an Enquiry about Results**

Following the issue of results, the general qualification awarding bodies offer post results services. Details of these services, internal deadlines for requesting a service and fees charged will be provided by the exams officer.

The service, Enquiries about Results (EARs), may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

If a query is raised about a particular examination result, the EO, teaching staff and Head of Centre will investigate the feasibility of requesting an enquiry at the Centre's expense.

Candidates may also choose to pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf once the relevant form and payment has been received by the exams officer (by the deadline given).

## **B3. Appeals Procedure Following the Outcome of an Enquiry about Results**

Where the Head of Centre remains dissatisfied after receiving the outcome of an EARs, an appeal will be made to the awarding body, following the guidance in the JCQ publications *Post-results services* <http://www.jcq.org.uk/exams-office/post-results-services> and *A guide to the awarding bodies' appeals processes* <http://www.jcq.org.uk/exams-office/appeals>

Where the Head of Centre is satisfied after receiving the outcome of an EAR, but the internal candidates and/or their parents/carers are not satisfied, they may make a further representation to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with an appeal will be based upon the Centre's internal appeals arrangements. Candidates, 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 **10 calendar days** of the notification of the outcome of the enquiry. Subject to the Head of Centre's decision, this will allow the Centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. 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.

## Appendix A Internal Appeals Form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- an internal assessment decision**  
 **the outcome of an enquiry about results**

<b>Name of appellant</b>		<b>Candidate name</b> <i>if different to appellant</i>	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

*Continue overleaf if necessary*

### Appeal against an internal assessment decision

#### Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the Centre for moderation by the awarding body.

**Signature:**

**Date of signature:**

### Appeal against the outcome of an enquiry about results

#### Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

**Signature:**

**Date of signature:**

**The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the Head of Centre, to the timescale indicated in the internal appeals procedure.**

## APPENDIX C – Non-Exam Assessment Policy

### A. Purpose of the Policy

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The purpose of this policy is to:

- identify staff responsibilities in planning and managing GCE and GCSE non-examination assessments at Truro School
- examine potential risks and issues relating to the implementation of non-examination assessments for GCE and GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions

This policy complies with JCQ's 2020/21 [General Regulations](#) 5.8 in that the Centre is required 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".

This policy does not cover specific [instructions for conducting non-examination assessments](#) which are provided by JCQ and awarding bodies.

### B. Roles and Responsibilities Overview

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#### B1. Senior Leadership Team

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

#### B2. Heads of Department

- Decide on the awarding body and specification for a particular GCE and GCSE
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers fully understand their responsibilities with regard to non-examination assessment
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.

- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements

### **B3. Teaching Staff**

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supply to the EO details of all unit codes for controlled assessments
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded
- Retain candidates' work securely between assessment sessions (if more than one)
- Ensure live non-examination assessments, including controlled assessments and coursework are secure and confidential at all times and that live work of candidates is not shared with other candidates.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre
- Ask the Head of Learning Support for any assistance required for the administration and management of access arrangements.

### **B4. Exams Officer**

- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use.
- **In exceptional circumstances** where non-exam assessments cannot be conducted in the classroom, arrange suitable accommodation where non-exam assessments can be carried out at the direction of the senior leadership team.

### **B5. Head of Learning Support**

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

## C. Risk Management Process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Non-exam assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Deputy Headmaster
Too many non-exam assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	Deputy Headmaster
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Head of Department
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Head of Department



Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Head of Department/ Exams Officer
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Head of Department/ Exams Officer/IT Department
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Head of Department/ Exams Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Head of Department

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Control levels for task taking</b>			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Head of Department

<b>Supervision</b>			
Teaching staff do not understand that the supervision of non-exam assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Head of Department
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Head of Department/ Exams Officer

<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff</b>
	<b>Forward planning</b>	<i>Action</i>	
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Head of Department
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of Department
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Head of Department/ Exams Officer

Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Head of Department/Exams Officer
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\*\* All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Head of Department
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Head of Department
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Head of Department

Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Head of Department
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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Head of Department/ Exams Officer
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Head of Department/ Exams Officer

## APPENDIX D - Exam Emergency Evacuation and Lockdown Procedure

### A. Procedure for Evacuation of Main Exam Hall (Old Sports Hall)

In the event of an emergency evacuation of an exams room for events such as:

- Fire/Fire alarm
- Bomb alert
- Any other emergency which requires an evacuation of an exams room

Invigilators at Truro School have been informed that they must take the following action (in accordance with JCQ [Instructions for conducting examinations](#) (ICE) regulation 18: Emergencies):

- Stop the candidates from writing and make a note of the time on the exam incident log
- Ensure the emergency mobile phone is switched on immediately
- Ask the students to remain silent and seated whilst the immediate area is checked for signs of smoke or flames
- If in doubt, the room must be evacuated immediately
- If checks indicate there is no imminent danger await a call from the duty caretaker. The exam room mobile phone numbers will be given to the Facilities Manager by the EO before the start of each exam series
- If a call has not been received within one minute of the alarm sounding the caretaker must be called on 07763 331929
- If contact with the caretaker has not been made within 2 minutes of the alarm sounding the room must be evacuated
- If a call confirms that the room does not need to be evacuated wait one minute after the fire alarm has stopped before re-starting the exam. Before re-starting, explain to the candidates that they will be given the full time allowance for their exam and write the new finish time on the white board. All details must be put on the exam incident log

#### **If evacuation is required:**

- Collect the attendance register (in order to ensure all candidates are present) and emergency mobile phone
- Evacuate the examination room in line with the instructions given by the EO or member of SLT
- Advise candidates to leave all belongings question papers and scripts in the examination room
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- Inform candidates they must leave the room in silence a row at a time in single file with an invigilator between every 30 students
- Ensure exam papers are secure by locking/securing all doors

- Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- Escort candidates from the nearest exits and congregate on the astro courts (marked A on the map) or on the first playing field if numbers make this necessary (marked B on the map)
- When instructed, supervise the return of candidates to the exam room
- Make a note of the time of the interruption and how long it lasted on the exam incident log.
- Allow the students to be seated and settle before re-starting the exam allowing the candidates the full working time set for the examination and write the new finish time on the whiteboard
- Make notes of the incident to enable the exams officer to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body

## **B. Procedure for Evacuation of Main Access Rooms**

- Stop the candidates from writing and make a note of the time on the exam incident log
- Ensure the emergency mobile phone is switched on immediately
- Ask the students to remain silent and seated whilst the immediate area is checked for signs of smoke or flames
- If in doubt, the room must be evacuated immediately
- If checks indicate there is no imminent danger await a call from the duty caretaker. The exam room mobile phone numbers will be given to the Facilities Manager by the EO before the start of each exam series
- If a call has not been received within one minute of the alarm sounding the caretaker must be called on 07763 331929
- If contact with the caretaker has not been made within 2 minutes of the alarm sounding the room must be evacuated
- If a call confirms that the room does not need to be evacuated wait one minute after the fire alarm has stopped before re-starting the exam. Before re-starting, explain to the candidates that they will be given the full time allowance for their exam and write the new finish time on the white board. All details must be put on the exam incident log

### **If evacuation is required:**

- Collect the seating plan (in order to ensure all candidates are present) and emergency mobile phone
- Advise candidates to leave all belongings, question papers and scripts in the examination room
- Inform candidates they must leave the room in silence, in single file
- Ensure exam papers are secure by locking/securing all doors
- Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination

- Escort candidates from the nearest exits and congregate on the astro courts (marked A on the map) or on the first playing field if numbers make this necessary (marked B on the map)
- When instructed, supervise the return of candidates to the exam room
- Make a note of the time of the interruption and how long it lasted on the exam incident log
- Allow the students to be seated and settle before re-starting the exam allowing the candidates the full working time set for the examination and write the new finish time on the whiteboard
- Make notes of the incident to enable the exams officer to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body

### **C. Procedure for Evacuation of Individually Accommodated students**

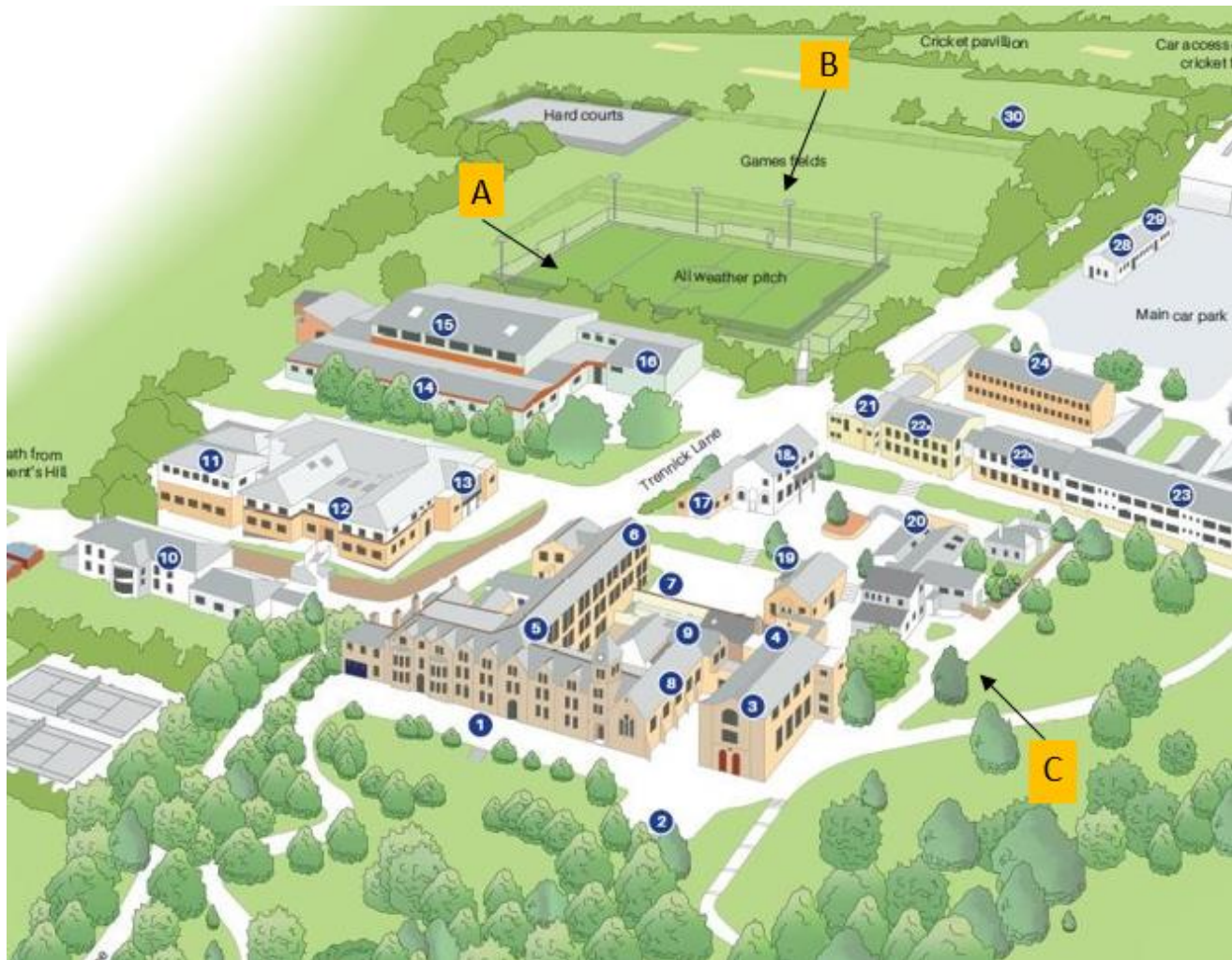
- Stop the candidates from writing and make a note of the time on the exam incident log
- Advise candidates to leave all belongings, question papers and scripts in the examination room
- Inform candidates they must leave the room in silence, in single file
- Ensure exam papers are secure by locking/securing all doors
- Ensure the candidate does not speak to other students
- Escort the student the Astro courts (marked A on the map)
- Report to the senior fire warden giving the name of the candidate to them and then take the student to stand away from the main student body in silence
- When instructed, supervise the return of candidates to the exam room
- Make a note of the time of the interruption and how long it lasted on the exam incident log
- Allow the student to be seated and settle before re-starting the exam allowing the candidates the full working time set for the examination and write the new finish time on the whiteboard
- Make notes of the incident to enable the exams officer to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body

## FIRE ASSEMBLY POINTS FOR EXAM CANDIDATES

Students taking exams in the **Sports Hall** should leave via the nearest exits and assemble at the back of the astro pitches (marked **A** on the map) or on the first playing field if numbers dictate (marked **B** on the map).

Students taking exams in the **Heseltine Gallery or Studio** should exit via the external fire exit and assemble on the grass beside Austin Avenue (marked **C** on the map)

Students taking exams **on their own in other rooms** (due to exam concessions/illness) should also assemble at the back of the astro pitches (marked **A** on the map).





## **In the Event of Lockdown During Exams.**

Should a Lockdown occur whilst an exam is in progress, the school's Lockdown procedure must be followed by students and invigilating staff;

- Everyone inside a building should remain in the exams room and get to a safe place
- Invigilators must instruct students to stop writing and take note of the time at which the exam was stopped.
- Invigilators must instruct students to not communicate with anyone other than the invigilator unless absolutely necessary
- Invigilators must follow all general procedures for lockdown and inform students to wait for further instruction.
- If the exam should be continued, the end time of the exam should be adjusted to incorporate the time that elapsed during the lockdown.

## **APPENDIX E - Exam Archiving Procedure**

### **A. Purpose of the Procedure**

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This procedure identifies the information held in respect to external examinations, the retention period and method of disposal.

### **B. Roles and Responsibilities Overview**

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#### **B1. Heads of Department**

- Ensure that all exam related information in the department is held for the appropriate length of time, in appropriate storage and then disposed of correctly.

#### **B2. Teaching Staff**

- Understand and comply with the exam archiving procedure.

#### **B3. Exams Officer**

- Understand and comply with the exam archiving procedure.

#### **B4. Head of Learning Support**

- Understand and comply with the exam archiving procedure

## C. Exam Related Documentation

Type of documentation	Retention Period and Owner		Owner
	Retention Period	Disposal Method	
<b>Entries</b>			
Signed Exam entry statements produced by centre	12 months from signing	Confidential waste	Exams Officer
Exam board entry documentation	12 months from receipt	Confidential waste	Exams Officer
Paper based entry marksheets (if any)	To be retained until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations has passed.	Normal waste	Exams Officer
<b>Access Arrangements</b>			
Printed online approvals	DOB + 25 years	Confidential waste	Exams Officer and Head of Learning Support. To be passed to Head of Learning Support for retention in student SEN file when student leaves.
Signed Data Protection sheets	DOB plus 25 years	Normal waste	Exams Officer and Head of Learning Support. To be passed to Head of Learning Support for retention in student SEN file when student leaves.

<b>Supporting evidence (Form 8s, Medical letters etc)</b>	DOB plus 25 years	Confidential waste	Exams Officer and Head of Learning Support. To be passed to Head of Learning Support for retention in student SEN file when student leaves.
<b>Exam Day Documentation</b>			
Seating Plans	To be retained until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations has passed.	Normal waste	Exams Officer
Controlled Assessments, coursework or portfolios	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	To be returned to candidates or held in the department for teaching and learning purposes (if prior permission from the student has been received).	Head of Department
Attendance registers	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Normal waste	Exams Officer
Incident logs	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Confidential waste	Exams Officer

Exam Office produced documents including daily plans, timetables etc	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Normal waste	Exams Officer
<b>Special Consideration</b>			
Documentation relating to Special Consideration including medical letters and notes	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Confidential waste	Exams Officer
<b>Results</b>			
Centre produced individual results statements	To be destroyed one month after printing if not distributed.	Confidential waste	Exams Officer
Exam board results documentation	To be held for 12 months.	Confidential waste	Exams Officer
Centre produced results analysis documentation	To be held for 12 months.	Confidential waste	Exams Officer
<b>Enquiries About Results</b>			
Completed EAR forms	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been resolved or the deadline for such enquiries/investigations have passed.	Normal waste	Exams Officer
Exam board documentation relating to EARs	To be retained up to and including the deadline of submission of enquiries about results and until any enquiry or malpractice investigation has been	Normal waste	Exams Officer

	resolved or the deadline for such enquiries/investigations have passed.		
Access to scripts	To be held until at least the date specified by the awarding bodies.	Confidential waste or held in department for teaching and learning purposes (if prior permission from the student has been received).	Exams Officer
<b>Certificates</b>			
Unclaimed Certificates	To be held securely for a minimum of 12 months from date of issue. Students to be informed in advance that we may destroy certificates. A record of all certificates destroyed must be maintained and retained for a minimum of four years from date of destruction.	Confidential waste	Exams Officer

## APPENDIX F – Word Processor Use in Exams

The use of a word processor is one of the provisions offered as a normal way of working under the JCQ specification and regulations for exam access arrangements and may be granted to pupils whose impairments meet the statutory requirements set out in section 6 and schedule 1 of The Equality Act 2010. A word processor cannot simply be granted to a pupil because it is their preferred way of working, they type faster than they write, or they use a word processor at home.

A word processor may be considered for individual pupils experiencing handwriting difficulties where teacher-led evidence puts them at a significant disadvantage compared to their peers of a similar ability. Consideration will only be given to students with:

- an identified learning difficulty which has a substantial and long term 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

Any decision will also take into consideration the impact on the pupil of any additional barriers to learning as a direct result of using a word processor. Where the use of a word processor is considered to be appropriately beneficial to a pupil, the pupil must follow the word processor protocol at all times, in line with school policy.