

 <b>Mayfield</b>	Policy Name: Examinations Policy and Procedures
	Owner: Deputy Head, Academic
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	Policy revised annually or as regulations or review demands. This policy is reviewed by the Education Committee

## Introduction

Examinations are the culmination of years of learning and it is important that the knowledge gained is translated into appropriate examination scripts in order to gain the highest possible marks and grades for each subject. This requires detailed preparation, both in terms of revision and in personal arrangements. Mayfield School is committed to ensuring that the examination management and administration process is run effectively and efficiently. This Examinations Policy and Procedures document will ensure that:

- All aspects of the centre examination process is documented, supporting the exams contingency plan and other relevant exams-related policies procedures and plans are signposted.
- All School staff involved in the examination process clearly understand their roles and responsibilities and are well informed and supported.
- All examination 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).
- Examination candidates understand the examination and assessment process and know what is expected of them

## Responsibilities of the Head of Centre

The Head of Centre is the headmistress, who is accountable to the awarding bodies for ensuring that the centre is compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times. It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the JCQ booklet 'Instructions for Conducting Examinations' and this policy.

The headmistress appoints the Examination Officer to act on their behalf and be the main point of contact for the School in matters relating to the general administration of awarding body examinations and assessments. The headmistress is required to confirm on an annual basis, that they are both aware of and adhering to the latest version of the JCQ regulations. This confirmation is managed as part of the National Centre Register (NCNR) annual update which must be responded to by the end of October. This responsibility cannot be delegated to a member of the senior leadership team or the examinations officer.

The headmistress will enable the Deputy Head Academic, the Examination Officer and the SENCo to receive 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.

The headmistress must ensure that the SENCo has sufficient time to both manage the access arrangements process within the centre and familiarise herself with the JCQ publication *Access Arrangements and Reasonable Adjustments*.

The headmistress must also ensure that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system.

## The Examination Cycle

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

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The following documents are available as Annexes to the Examination Policy:

**Annex A: Internal Appeals Procedure (relating to internal assessment decisions and to manage disputes when a candidate disagrees with a centre decision not to support a review of results or an appeal)**

**Annex B: Data Protection – Examination Related information Notice**

**Annex C: Contingency in the event of disruption – Examinations**

**Annex D: Non-Examination Assessment (NEA) policy**

**Annex E: Hard Copy Conflict of Interest Centre Staff Declaration Form** (this material is collected electronically using Microsoft Forms)

## **1. Planning: Roles and Responsibilities**

### **1.1 Information gathering and sharing**

Examinations Officer:

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the examinations process that has been updated, including GR (General regulations for approved centres), ICE (Instructions for conducting examinations), AA (Access Arrangements and Reasonable Adjustments, SMEA (Suspected Malpractice in Examinations and Assessments) and NEA (Instructions for conducting non-examination assessments).
- 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.

- 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.
- Produces an annual examinations plan of key tasks and key dates to ensure all external deadlines for relevant qualifications can be effectively met; informs key centre staff of internal deadlines. A schedule of the key dates and deadlines for the examinations processes is displayed on the Examinations Notice Board, either outside Gresham Conference Room or in the corridor between the Examinations Office and the Upper Dining Room.
- Collects information on internal examinations to enable preparation for and conduct of the Year 11 and Year 13 mock examinations and the School examinations for Year 7, 8, 9, 10 and 12.
- Recruits the necessary number of invigilators to cover all examination periods throughout the academic year.
- Provides training for new invigilators on the current instructions for conducting examinations to ensure they understand their role fully. They will also provide an annual update event for the existing, experienced invigilation team so that they are aware of any regulation or centre specific changes in a new academic year before they are allocated to invigilate an exam.
- Provide suitable training to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand their role and the rules and regulations of access arrangements as to what is and what is not permissible in the exam room.

Head of Department:

- Responds (or ensures teaching staff respond) to requests from the Examination Officer on information gathering and meets the internal deadline for the return of information.
- Informs the Examination Officer of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body.

## **1.2 Access arrangements/reasonable adjustments**

Some candidates, including those who may have a physical impairment or a learning disability, require extra support to enable them to sit their examinations. The majority of these girls will have been assessed by the Learning Support Department and have been receiving help for internal tests and examinations over a period of time.

Any girl who thinks they need additional support to fully access examination papers must see the Head of Learning Support, who acts as the SENCo. If after assessments it is agreed that they are entitled to additional support, the candidates and their parent/guardian must sign a Data Protection confirmation (see Access Arrangements Policy) to facilitate the arrangements through the websites of the Examination Boards.

The Head of Learning Support/ SENCo is responsible for assessing candidates (or works with the appropriately qualified assessor as appointed by the Head of Centre) in order to identify access arrangement requirements.

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. Therefore the Head of Learning Support (SENCo) must consider the need for access arrangements on a subject by subject basis.

Head of Learning Support:

- 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.
- Gathers signed Personal data consent and Data Protection confirmation forms (candidate personal data consent form) from candidates where required.
- Applies for approval through Access arrangements online (AAO) via the Central Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO.
- Keeps relevant paperwork and evidence on file for each candidate for JCQ inspection purposes.
- Liaises with the Examination Officer regarding examination time arrangements for access arrangement candidates and employs good practice in relation to the Equality Act 2010.
- 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 content of training provided to facilitators for the required period.
- Liaises with the Deputy Head Academic to provide and annually review a centre policy on the use of word processors in examinations and assessments (see Access Arrangements Policy, Annex C).

The School is required to inform the Examination Boards if any candidates require readers, the use of a laptop or a scribe / amanuensis. These support arrangements must reflect the candidates' normal method of work. 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 word processor cannot simply be granted to a candidate because she now wants to type rather than write or can work faster on a keyboard, or because she uses a laptop at home (see Access Arrangements Policy Annex C: Policy for the Use of Word Processors).

### **1.3 Separate invigilation within the centre**

In accordance with The Equality Act 2010 the School will make reasonable adjustment for candidates in exceptional circumstances. These may include (but are not limited to):

- A specific disability or medical condition
- The possibility of disruption to other candidates sitting the examination
- Prior exclusion from the School on the basis of a disciplinary, or other, matter.

Whether adjustment is made will depend on a number of factors. However, the School ensures criteria for candidates granted separate invigilation within the centres is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in the main examination rooms. Following JCQ regulations (AA 5.16) the candidate's difficulties must be established within the School and be known to their tutor, Head of School, SENCO or a senior member of staff with pastoral responsibilities (such as the Head of School or Deputy Head). Separate invigilation must reflect the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social mental or emotional needs. The Headmistress or Deputy Head Academic, in conjunction with the Examinations Officer, SENCO and Head of School will make judgement on the reasonableness of individual cases. An adjustment may not be considered reasonable if it involves

unreasonable costs, timeframes or affects the security or integrity of the assessment.

Girls requiring separate invigilation will sit examinations outside of the main examination hall e.g. in a room that can accommodate a smaller group of candidates, such as the Study Rooms of the Community Centre or the Health Centre. These girls are encouraged to check the Examinations notice boards regularly for the location of individual examinations.

#### **1.4 English for Speakers of Other Languages (ESOL)**

Students for whom English is not their first language may be entitled to use a bilingual dictionary during examinations, except for English and examinations testing their native tongue. The Modern Languages Coordinator and the Head of the International English department in conjunction with the Head of Learning Support and the Examination Officer, makes the necessary arrangements but, again, the pupil and her parent/guardian will be required to sign a Data Protection Notice for application to the Examination Boards.

## **2. Entries: Roles and responsibilities**

### **2.1 Final Entries**

Examinations Officer:

- Requests final entry information from HODs in a timely manner to ensure awarding body external deadlines for submission can be met.
- Makes candidates aware of the JCQ 'Information for candidates-Privacy Notice' when entries are being processed.
- Submits to the examination boards, in accordance with their published procedures, the finalised entries and subsequently confirms with HODs that final entry information has been submitted.
- Informs HODs of subsequent deadlines for making changes to final entry information without charge and ensures as far as possible that entry processes minimise the risk of entries or registrations being missed thus reducing the potential for late or other penalty fees being charged by awarding bodies.
- Provides candidates with a statement of entry for checking

Heads of department:

- Provides information requested by the Examination Officer to the internal deadline.
- Informs the Examination Officer 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 Examination Officer and confirms information is correct.

Candidates:

- Check statement of entry information is correct and report any discrepancies to the Examinations Officer immediately. It is the responsibility of each candidate to ensure that she is aware of the

examination dates relevant to her courses of study and the associated examination requirements, including deadlines for entries and the submission of non examined assessment material. Penalties for late entries can be severe and the late submission of coursework can result in a mark of zero or a recorded absence.

- In addition to entry details, the candidate needs to check that the following are correct: the spelling and presentation of their official name (which will show on certificates), date of birth and other personal details. The amended form must be returned immediately to the Examinations Officer for replacement.

Any candidates wishing to re-sit either units or full awards must consult with the relevant Head of Department to ensure that the entry is confirmed to the Examinations Office before the Awarding Bodies' deadlines for entries.

## **2.2 Entry Fees**

All examination fees are recharged to pupils' families through their School accounts. The Examination Officer passes these details on to the Bursary for processing. This applies to all costs associated with examinations including: entries, late entries, late withdrawals and any costs associated with the post-results service. External candidates are invoiced directly for any fees.

## **2.3 Internal assessment and endorsements**

Non-examination assessments will be conducted in accordance with the Non-Examination Assessment Policy (see Annex D). The Deputy Head Academic will 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.

Deadlines for the subjects vary between Examination Boards, but, if the work has to be marked internally before being sent off, time for this has to be built into the process by the teaching staff. Each subject tutor will inform students of their deadlines. These must be strictly adhered to, and any late work will not be marked unless it is accompanied by a doctor's note.

Head of Centre:

- Provides fully qualified teachers to mark non-examination assessments
- Ensures an internal appeals procedure relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the School's marking (see Annex A)
- Ensures a non-examination assessment policy is in place for GCE and GCSE qualifications which include components of non-examination assessment (see Annex D – NEA policy)
- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement.

Examination Officer:

- Submits marks, endorsement grades and samples to awarding bodies, moderators to meet the external deadline.
- Keep a record to track what has been sent.

- Logs moderated samples returned to the centre
- Ensure that teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work.

Heads of Department are responsible for ensuring:

- that teaching staff delivering GCE or 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.
- that appropriate internal moderation, standardisation and verification processes are in place.
- marks for internally assessed components of qualifications are received by the Examinations Officer by the internal deadline.
- staff assess and authenticate candidates' work to the awarding body requirements.
- staff assess endorsed components according to awarding body requirements
- that marks and samples are submitted to the awarding bodies / moderators by the external deadline.

Subject Teachers are responsible for ensuring:

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

Candidates:

- Authenticate their work as required by the awarding body

## **3. Pre-examinations**

### **3.1 Briefing candidates**

The Examinations Officer, will issue relevant JCQ and awarding body information to candidates. In conjunction with the Deputy Head Academic, centre information will be issued to candidates at an examination briefing meeting as well as in a written document to both girls and their parents. The centre information will include information on:

- Examination timetable clashes
- Arriving late for an examination
- Absence or illness during examinations
- What equipment is/is not provided by the centre
- Food and drink in examination rooms
- The fact that watches are now not allowed in exam rooms
- When and how results will be issues 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.

### **3.2 Timetabling and rooming**



#### Examinations Officer:

- Produces a master centre examination timetable identifying examination rooms
- Identifies and resolves candidate examination timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted – see 3.6).
- Allocates invigilators to examination rooms (or where supervising candidates due to an examination timetable clash) according to required ratios
- Liaises with the School Concierge to ensure examination rooms are set up according to JCQ and awarding body requirements and anticipates the need for any specialist equipment.
- Liaises with the Head of Learning Support regarding rooming of access arrangement candidates
- Once entries and amendments are completed, the examinations database will generate a timetable for all candidates. The examination timetable should be checked for any clashes (where two examinations in different subjects are timetabled at the same time).

### **3.3 Security of examination material**

The School ensures that the confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions. The Examination Officer will have a process in place to record confidential materials delivered to the School and issued to authorised staff. The Examination Officer will receive, check and securely store question papers and other examination materials according to the JCQ and awarding body requirements. For the arrangement for handling secure electronic materials please see section 4.2.

- Secure deliveries containing examination material should only be received at the main School Office in Reception. School Office staff will support the Examination Officer in the receipt and dispatch of confidential examination materials.
- Upon receipt, the lading number needs to be recorded in the diary that is to be found in the Examinations drawer in the main School Office. The packages will then be placed in the secure cabinet in the main School Office and the Examinations Officer informed. In the event that the delivery is too large for the cabinet, the boxes will be kept in the main School Office under the constant scrutiny of one of the school staff therein until the arrival of the Examinations Officer.
- On collection, the Examinations Officer will counter sign for receipt in the diary and immediately transfer the papers to the Examinations Storage Room in the upper floor of the Community Building and placed in a non portable security cabinet with multi point locking system. The door to the Examinations Storage Room is keypad operated – two to six key holders are allowed, each of whom must fully understand their responsibilities as key holders to the secure storage facility. The Examination Officer and the Deputy Head Academic have the code and the key to the security cabinet within, as well as the two senior invigilators. Access to the centre's secure storage facility is restricted and staff approved by the Head of Centre must be accompanied by a key holder at all times.
- The question paper packets and the examination material must be checked at the point when they are removed from the despatch packaging, and a log kept of this check. This must be undertaken in the secure room.
- The papers will be stored in date order, from top to bottom in the cabinet, and will be checked against a timetable to ensure the relevant papers have arrived. In the event of any disparity the Examinations Officer will contact the awarding body.

- Question papers must not be released to teaching staff until after the awarding bodies published finishing time for the exam, or until all candidates within the centre have completed the examination, whichever is later.

### 3.4 Data Protection

Mayfield School, in relation to examinations management and administration, ensures compliance with the regulations as set out by the Data Protection Act 2018 (DPA 2018) (cross reference Data Protection Policy). See Annex B Data Protection – Examination Related information Notice.

### 3.5 Conflict of Interest

The Examinations Officer, acting on behalf of the Head of Centre will ensure that the relevant awarding bodies are informed of any Conflict of Interest where:

- Ensures the relevant awarding bodies are informed of any **Conflict of Interest** where:
  - a member of centre staff is taking a qualification at Mayfield School which includes internally assessed components/units (taking at the centre is used as a last resort only when alternative centres are unavailable).
  - 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.
- Maintains records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where:
  - a member of exams office staff have members of their family (which includes step family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for exams and assessments either at Mayfield School or at another centre
  - a member of centre staff is taking a qualification at Mayfield which does not include internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre)
  - a member of centre staff is taking a qualification at another centre.

For each Series, the Exams Officer will send an electronic Office 365 'forms' questionnaire to all teaching staff and invigilators to obtain records of this information. For those without email access there is a hard copy form available. See Annex E: Conflict of Interest Centre Staff Declaration Form

### 3.6 Overnight supervision arrangements

Mayfield School will only apply overnight supervision arrangements as a last resort, once all other options have been exhausted. At the Centre's discretion, candidates may be allowed to take an examination the following morning, including Saturdays when the candidate is entered for three or more examinations timetabled on the same day and the total duration of those papers is more than six hours for GCE examinations or more than five and a half hours for GCSE examinations, including approved extra time allowances and / or supervised rest breaks.

The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred until the following morning. This means that the candidates must not meet or communicate with anyone who may have knowledge of the content. This includes any form of electronic communication/storage device, e.g. telephone (both landline and mobile), email, Internet and social media. It also extends to television and radio, which could report key details of the day's examinations. Boarding girls are placed in isolation in the Health Centre overnight or in one of the younger boarding houses (supervised by one of the Graduate assistants).

The JCQ Overnight Supervision and Overnight Supervision Declaration forms must be completed before the overnight supervision is to commence.

## **4. Examination Time**

### **4.1 Examination Papers and materials**

Examinations Officer:

- Organises examination question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant examination question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email 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 day, date, time, subject, unit/component and tier of entry if appropriate immediately before a question paper packet is opened. This check must be recorded. Question papers must never be left unattended once they have been removed from the centre's secure storage facility.(if it is subsequently identified, following this check, that the wrong question paper packet has been opened, it will be resealed and this incident reported to the relevant awarding body's Malpractice Inspection Team immediately).
- Where allowed by the awarding body, only releases examination papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the examination, or until any timetable clash candidates have completed the examination.
- Ensures the secure storage facility contains only current and live confidential material (including live confidential exam stationary provided by the awarding body for the use of candidates in their assessments. Internal school tests and mock examinations must not be kept in the centre's secure storage facility.
- Ensures that examination stationary, e.g. answer booklets and formula booklets are stored in the secure room.

### **4.2 Arrangements for the handling of secure electronic materials**

- Between two and six members of centre staff are authorised to handle secure electronic materials, although other staff may assist with printing and collation provided they are under supervision.
- Email accounts used to for secure material access must belong to the named individuals or be a group email account accessed solely by the authorised individuals.
- Passwords used to access the secure material must be strong and changed regularly.

- Files must only be accessed by the named individual(s) to who they have been sent. Emails or links to secure materials must never be forwarded or shared.
- Files must be stored locally only for the purposes of printing and then deleted immediately, along with any emails or links associated with the secure file. The deleted items folder must also be emptied and deleted.
- Accounts used to access secure material must be audited regularly and reviewed ahead of each examination series to ensure that users have appropriate levels of access and all inactive accounts have been closed.
- The integrity and security of the electronic question paper must be maintained during the downloading, printing and collating process. Secure files must be accessed and printed within a secure areas, to prevent unauthorised personnel accessing live assessment materials.
- Once printed question papers must be sealed within a non-transparent envelope marked clearly with the exam details on the outside of the envelope. The envelope must be stored securely ready for transfer to the examination room at the appropriate time.

### 4.3 Examination Rooms and Invigilation

#### Examination Officer:

- Ensures examination rooms are set up as required in the regulations with candidates' chairs placed from the centre to the centre a minimum distance of 1.25metres in all directions. Internal school tests, mock examinations, revision sessions cannot be conducted in a room 'designated' as an examination room. The room remains a 'designated examination room' up to the point when all candidates have left and all related materials such as candidates' scripts, question papers and resource materials have been removed from the room.
- Provides invigilators with appropriate resources to effectively conduct examinations.
- Briefs invigilators on examinations to be conducted on a session by session basis.
- Provides authorised examination 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 examination room is evacuated.
- Ensures invigilators understand that they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log.
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log.
- Deploys invigilators effectively to examination rooms throughout an examination series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensuring all relevant rules are being adhered to and supporting the practical assistant/reader and/or scribe in maintaining the integrity of the exam.
- Allocates invigilators to examination rooms (or where supervising candidates due to a timetable clash) according to the required ratios.
- Ensures that invigilators only have a mobile phone or walkie talkie in the examination room for the specific purpose of being able to get help easily and instructs the invigilator that the mobile phone is only allowed for this specific purpose and must be kept on silent mode.

Deputy Head Academic:

- Ensures invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that this must be on silent mode), or the ability to deal with a candidate who has to leave the examination room temporarily by providing a rota of cover staff to sit outside the main examination rooms.
- Ensures that on the day of the examination, relevant internal tests, mock exams, revision or coaching sessions for the examination candidates will not be held in the designated examination room
- Ensures only authorised centre staff are present in examination rooms. A teacher, tutor or a senior member of centre staff who teaches the subject being examined must not be used as an invigilator during the examination.
- Ensures the centre's policy relating to food and drink that may be allowed in examination rooms is clearly communicated to candidates
- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room.
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates.

#### **4.4 Identification of Candidates**

The Examination offer will provide seating plans for the examination rooms according to JCQ and awarding body requirements (and ensure that candidates with access arrangements are identified on the seating plan). Invigilators will check the identity of the candidate against the examination attendance register and seating plan. If there is any concern about the candidate's identify, senior staff\* or the Examination Officer will be on hand at the start of each examination to verify the candidate's identity.

\*Senior members of centre staff, such as Deputy Head Academic or appropriate Head of School who have not taught the subject being examined may be present at the start of the exam.

External/private candidates who are not known to the School, are expected to bring photographic identification (e.g. passport or driving licence) with them which will be checked by the Examinations Officer or invigilator. Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be taken by a member of staff of the same gender to a private room where they will be asked to remove the religious clothing for identification purposes. Once identification has been established, the candidate will proceed as normal to sit the examination. External applicants will be informed of this procedure in advance of their first examination.

#### **4.5 Candidate Lateness**

Late or Very Late arrival candidates are not allowed to enter the examination room without permission after the examination has begun. They will be briefed outside the examination room, either by the Examination Officer or by an invigilator.

Invigilators, through training are made aware of the School policy for dealing with late/very late arrival candidates. They will make a note of the reasons given by the candidate and remind / warn them that their script may not be accepted by the awarding body. The Examinations Officer will ensure that any candidates who arrive very late for an examination are reported to JCQ and the awarding body, through CAP as soon as

practically possible after the examination has taken place. The invigilators will ensure the relevant information is recorded on the examination room incident log.

The School policy for late / very late arrival is such that any candidate that arrives late for an examination with good reason will be allowed to sit the examination, although this is entirely at the discretion of the centre.

For examinations that last more than one hour, a candidate will be considered to be very late if they arrive more than one hour after the awarding body's published starting time for an examination i.e. after 10:00am for a morning examination or after 2.30pm for an afternoon examination. The Examinations Officer will decide whether the candidate can sit the examination, or be supervised and sit it in the next available session.

For any examination lasting less than one hour, a candidate will be considered to be very late if they arrive after the awarding body's published finishing time for the examination. The Examinations Officer will decide whether the candidate can sit the examination, or be supervised and sit it in the next available session.

Repeated lateness for public examinations will be considered to be a serious disciplinary issue and will be investigated by the Deputy Head.

The awarding body pays particular attention to the maintenance of the security of the exam and the supervision of the candidate. Therefore, as part of the pre examination student briefing given by the Deputy Head Academic and in the guidance booklet sent to all parents and students, candidates are reminded that if they are unavoidably delayed getting to school, (once they have informed the School that there is a problem), they must take steps to minimise contact with other people. They should also ensure that their mobile phone is turned off and removed from their possession until arrive at the examination room.

#### **4.6 Candidate Absence, Sickness or Emergency**

In the event of sickness on the day of the examination, candidates should telephone the School Reception immediately (01435 874600) and ask to speak to the Examinations Officer or the appropriate Head of School (before the examination if possible). If possible, candidates must attempt to attend and sit the examination. A doctor's letter will be required within three calendar days of the examination if an application is to be made for Special Consideration (see Section 4.6).

Candidates feeling ill during the examination should raise their hand to attract the attention of the invigilators. If necessary an invigilator will escort candidates from the room. Candidates who leave the room unsupervised, will not be allowed to return during that session.

No candidate may absent themselves from a public examination without the permission of the appropriate Head of School or Deputy Head Academic. This is to help ensure the smooth start of examinations for all candidates and to make sure that there are no inadvertent security breaches (for example where candidates have rescheduled examinations due to clashes). Invigilators will ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan.

Where any unexpected absences are discovered, the candidate's Head of School will be contacted to ascertain their whereabouts. If the candidate is identified as being late, then the procedure described in Section 4.4 is applied. If the candidate is absent from school, then their absence will be recorded in accordance with the boards' procedure.

#### **4.7 Emergency Procedure during Public Examinations.**

If there is a fire or similar emergency in another part of the School that does not affect the examination room, the examination will not be disturbed. If a fire or similar emergency does occur that necessitates the evacuation of the examination room the Lead Invigilator must:

- Inform candidates to stop writing and note the exact time the examination was suspended.
- Reassure the candidates that there is no need to panic and that candidates will be given the full working time for the examination once it can resume.
- Firmly remind candidates that the examination has not finished, so any kind of communication with anyone inside or outside the room could result in the cancellation of their examination paper.
- Advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet.
- Pick up the seating plan and attendance registers and ensure candidates are escorted in silence to the evacuation assembly point in front of The Chapel (if examination is in Gresham) or outside the Gym (if the examination is in the Gym or Community buildings).
- On leaving the examination room lock the door.
- Ensure that the candidates are as supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- If there are only a few candidates, and depending on the nature of the emergency, the lead invigilator can consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.

When the emergency is past, candidates must return to their places in silence. Until instructed by the Lead Invigilator, they must not resume writing. The Lead invigilator must make a note of the time of interruption and how long it lasted. Candidates must be allowed the full working time set for the examination.

As soon as practically possible and safe to do so, the Lead Examiner record details on the exam room incident log to support follow up reporting to the awarding body by the Examinations Officer. The report to the awarding body should include the following information:

- The nature of the emergency
- The actual time of the start of the interruption
- The actions taken
- The actual time the exam(s) resumed
- The actual finishing time(s) of the resumed exam(s)
- The codes of the examination papers affected
- Brief notes about the incident, particular if other incidents have occurred as a result.

Further details could include a judgement on the impact on candidates after the interruption/evacuation and the behaviour of the candidates. Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control.

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

#### **4.8 Special Consideration**

Candidates may apply for special consideration in circumstances where it is felt that a medical condition or emotional issue may impact on their performance in an examination. Special consideration requests must be made in writing to the Examination Officer, with supporting evidence. The Examinations Officer will make application to the board(s) using their published reporting procedures. However, girls need to be aware that requests for Special Consideration allow for a maximum increase in marks of only 5%, and then in only very exceptional circumstances.

In exceptional circumstances, the school may make application for special consideration for an examination cohort, should there be evidence that the examination was sufficiently disrupted (e.g. by technical error or other unforeseen interruption).

#### **4.9 Food and Drink**

Candidates may bring water into the examination room. Water bottles must be transparent with all labels removed which would include transparent, reusable plastic bottles. No food, sweets, gum etc. are permitted, unless this is needed for a medical reason, in which case approval will have been sought from the examination officer prior to the start of the examination season. Any medication should be brought to the attention of an invigilator prior to the start of the examination.

#### **4.10 Clocks**

Student watches are no longer allowed in the examination room, it is therefore important that a reliable clock (analogue and/or digital) must be visible to each candidate in the examination room. The clock must show the actual time, countdown and count up clocks are not permitted. Centres should ensure that any clocks used in the examination room are in good working order and if that it several clocks are used that they show the same time.

#### **4.11 Candidates leaving the exam room temporarily**

Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. In normal circumstances candidates will not be allowed extra time to compensate for their temporary absence, but this is at the discretion of the centre. Situations involving candidates needing to leave the exam room temporarily must be recorded in the exam room incident log.

#### **4.12 Access Arrangements**

Full details of all Exam Access Arrangements will be included with the exam register and on the seating plan, so that all invigilators are aware of any additional entitlement. In certain instances, these candidates may be allocated to a separate room.



### **4.13 Malpractice**

Malpractice is defined as ‘actions or practices which threaten the integrity of public examinations and / or damage the authority of those responsible for conducting them.’ The head of centre, through taking an ethical approach and working proactively to avoid malpractice among students and staff will take all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place.

#### **4.13.1 Malpractice by Candidates**

Candidates are expected to adhere to the School’s code of behaviour throughout the duration of their public examinations. Any breaches of the code of behaviour will be dealt with through the School’s pastoral and disciplinary processes. Candidates may be withdrawn from the examination room if their behaviour is deemed to be impacting on the ability of other candidates to sit their examinations.

Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave. Candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination room.

Where behaviour becomes an issue of malpractice, e.g. if a candidate is found cheating, whether it be taking a look at another candidate’s paper, talking or otherwise communicating with another candidate, using unauthorised notes brought into the examination room, having a mobile phone or digital watch in one’s possession or using other forbidden electronic equipment, the School will report it to JCQ and complete the exam room incident log with the appropriate information.

#### **4.13.2 Malpractice or Maladministration by Staff**

To protect the integrity of Mayfield School as an examination centre there is an expectation by awarding bodies that a policy is in place to identify and minimise the risk of assessment malpractice by staff and all staff have a professional duty to ensure that they uphold this policy. In addition to the general principles set out below, teachers must ensure that they abide by the specific assessment requirements for each course laid down by the examining body in the subject specification.

The following list covers definitions of Malpractice or Maladministration by Centre Staff, however it is not exhaustive and this centre at its discretion may consider other instances of malpractice:

- A security breach of the examination paper or failure to keep candidate coursework/portfolios of evidence secure.
- Improper assistance to candidates e.g. assisting girls in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the student
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates’ achievement to justify the marks given or assessment decisions made.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner’s own, to be included in a learner’s assignment/task/portfolio/coursework

- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- 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')
- Falsifying records/certificates, for example by alteration, substitution, or by fraud (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

If there is evidence or allegation of Assessment Malpractice by Centre staff there will be a process of investigation. This will be conducted in a form commensurate with the nature of the Malpractice. All malpractice concerns should be reported to the Deputy Head Academic who will nominate an investigating officer. Investigations will proceed through the following stages:

- The member of staff will be informed about the issues, possible consequences and right of appeal
- Collection of evidence related to the alleged malpractice
- The review of evidence and production of a report
- A Formal meeting between the Deputy Head Academic, the Headmistress and the member of staff against whom an allegation has been made

In cases where it is believed that there is clear evidence of malpractice:

- The relevant awarding body will be informed by the School of the allegation of malpractice and they will be given the supporting evidence
- The School may take internal disciplinary action in line with School policy and procedures. This action will be commensurate with the seriousness of the malpractice

#### **4.13.3 Whistleblowing**

Whistleblowing at Mayfield School 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 Headmistress aims 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.

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as examinations officer or invigilator), a student or a member of the public (such as a parent/guardian) 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 Deputy Head Academic, who is the member of the senior leadership team with oversight of examination administration. They will address the concerns following the procedure outlined in the school whistleblowing policy. However, there may be times when it may be more appropriate to refer the issue direct to the Head of Centre (the headmistress) or the governing board in cases where the allegation is against the head of centre.

In addition to specific disclosure areas referred to in the whole school Whistleblowing Policy, more exams specific related breaches and examples of malpractice or maladministration are outlined in section 4.13.2 (cross reference Whistleblowing policy).

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 disclosure to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

#### **4.14 Unauthorised Materials**

Candidates must not bring any unauthorised materials into the examination room, including any digital devices such as watches, revision notes, etc. Any such materials must be handed in to an invigilator prior to the start of the examination. Any candidate discovered to be in possession of any unauthorised materials during the examination will have those materials removed and documented. They will be allowed to sit the remainder of the examination. The School will report details of the suspected malpractice to JCQ.

#### **4.15 Music (ABRSM) and LAMDA examinations**

All ABRSM and LAMDA examiners are DBS cleared by the Board. After signing in at reception (cross reference Visitor Policy), the examiners are escorted to the respective departments and accompanied throughout the course of their visit when not actually conducting the examination. Only the examiner and the steward plus the accompanist if required may enter the examination room.

#### **4.16 JCQ Inspection Visit**

Centres must ensure that they have designated members of centre staff, Monday to Friday, 8.30am to 3.30pm, to accompany a JCQ Centre Inspector or awarding body representative. The Examination Officer will accompany the Inspector throughout the visit, which will include inspection of all venues used for examinations and assessment, paperwork and secure storage facilities.

The SENCo or Deputy Head Academic (in the absence of the SENCo) will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise.

The head of centre must ensure that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not receiving or being able to access question papers and other confidential assessment material. Ultimately awarding bodies could withdraw approval of the centre.

#### **4.17 JCQ Examination Contingency Day(s)**

Following the tragic events of past summers, JCQ have decided that they need the option to postpone an exam in the event of an incident and rearrange for a later date to allow all students a fair and equal chance. This date is published to parents as part of the annual term dates documentation, the termly calendar of events

and in the 'Mayfield School, Public Examination Guidance for students and parents Examination Guidance Booklet.

For summer 2023 the awarding bodies have designated the afternoons of Thursday 8 and Thursday 15th June 2023 and also Wednesday 28 June 2023 as 'contingency days' for examinations.

All exam candidates must be available to sit exams from the start of the exams in May until this date near the end of June. This decision is not a school decision and applies to all candidates in all schools. Students will not be expected to be in school that day, unless one of their examinations is rescheduled. However, they are expected to be available and must not be away on holiday.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they **will not** be eligible for enhanced grading arrangements.

#### **4.18 Dispatch of Exam Scripts**

The Examination Officer will dispatch scripts as instructed by JCQ and the awarding bodies and will keep appropriate records to track dispatch.

Upon completion of the exam, the relevant papers and paperwork will be placed in the secure packaging, supplied by the awarding bodies, and the Examinations Officer will place them in the secure facility in the Main Office to await collection. Papers completed during the afternoon session, will be stored in the secure facility overnight\*, before being taken to the Main Office for collection. \*On the Friday of summer half term, the centre will endeavour to ensure scripts are dispatched in the afternoon. If this is not possible they will be retained in the secure room and dispatched as early as possible on the Tuesday morning after the bank holiday.

## **5. Results and Post Results**

Candidates and their parents are emailed at the end of term, as well as a few days before the publication of results about the arrangements for collection of results and are also sent all the post results services information, including the fees charged and the deadlines for requesting any of the services.

### **5.1 Accessing Results**

The Examination Officer accesses results from awarding bodies under restricted release of results and resolves any missing or incomplete results with the awarding bodies. The results will be kept entirely confidential and restricted to the Head of Centre, Examinations office staff (including the SIMs manager and results processor), the Deputy Head Academic, Head of Sixth Form and Head of Middle School (GCSE only) until the official dates and times of release of results to candidates.

### **5.2 Results Day**

The Examination Officer issues statements of results to candidates by email, using the Candidate's School email address. This will happen as soon as possible after the official release time and generally by 8.00 BST. (Candidates must ensure that they have updated their School e-mail password after mid June in order that access is possible (passwords expire after three months)). Results will not be sent to private e-mail addresses of either candidates or their parents/guardians, unless requested and approved in advance using the candidates' school email address. n.b. For candidates up to the age of 18, the School will take into account legislation and guidance on sharing information with parents (including non-resident parents) from the Department for Education regarding parental responsibility.

There will be no distribution of results in School, although girls are warmly encouraged to come into School on Results Day. On results day, the Headmistress, Senior Staff, the Examinations Officer and Heads of Department will be available to help and advise.

Results from other examinations (e.g. BCS, CTEC, Cambridge English, and University Entrance) will be notified to candidates when received.

### **5.3 Enquiries and Appeals**

All Examination Boards offer an "Enquiries about Results and Appeals" service (EAR). This covers the checking of the addition of a candidate's marks and script re-marking. A fee is payable by the candidate for these services. The information about the different types of services available and the associated fees and deadlines are made available to the candidates prior to the release of examination results and again on results day by emailing them the Post results Consent Form. Post results, candidates can directly seek the advice of their subject teachers, Head of Department or the Head of Sixth Form regarding enquires about their results. We suggest that this advice is sought before any requests for scripts or marking reviews are made.

Written candidate consent to the Examination Officer (informed consent via candidate email is acceptable) is required in all cases before a request is submitted to the awarding body since the candidate must be aware that the subject mark and or grade may be lowered. Parental consent is also required due to the associated fees. Forms for requesting an EAR service and a guide to the costs for each are available from the Examinations Officer.

Candidates also have the right to request the return of an examination script, be it an original or a photocopy, for which there is a charge for each copy requested. Again, a Consent Form must be completed. Please note that individual coursework cannot be re-moderated.

The final date for submission of EARs and requests for scripts is usually about mid September and the Examination Officer will send a reminder to all candidates just before the final deadline.

The outcome of most EARs and the delivery of most scripts is by means of e-mail to the candidate's School e-mail address. It is therefore essential that candidates requesting such services update their e-mail password upon receipt of their results.

Girls wishing to re-sit a GCSE English or Maths must consult with the appropriate Head of Department.

## 5.4 Examination Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed. The School normally receives certificates from the Summer series in late October/early November. Certificates will be collated by the examinations officer and stored securely until the candidates leave School. All certificates are 'signed for' by recipient candidates. Candidates that have recently left the School will have their certificates posted to them by recorded delivery.

Unclaimed Candidate certificates issued by awarding bodies will be retained under secure conditions for four years after the candidate has left the School. A record of certificates that have been destroyed will be retained for six years from their date of destruction. See Section 8 Examination Archiving.

## 5.5 Examination Costs

The cost of examination entries, including a small administration fee will be added to the Summer Term bill. Any additional fees resulting from use of post-results services will be billed separately.

# 6. Mitigating Risks

The School will:

- ensure that all invigilators undergo safer recruitment checks and undertake safe guarding training in line with our Recruitment Policy.
- have a written disability policy setting out how the centre seeks to comply with the Equality Act 2010<sup>†</sup> and fully supporting disabled candidates must be available for inspection purposes (see Accessibility Policy and Equal Opportunity for Pupils Policy).
- verify the identity of all candidates at the time of the examination or assessment (see section 4.3).
- 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 (Annex A).
- have available for inspection purposes and draw to the attention of candidates and their parents/guardians, 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 (Annex A).
- have in place a written examination contingency plan 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 (Annex C).

# 7. Complaints Procedure

This procedure confirms Mayfield School's compliance with JCQ's *General Regulations for Approved Centres* that the centre will draw to the attention of candidates and their parents/carers their *written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification.*"

If a candidate (or her parent/guardian) has a general concern or complaint about the centre's delivery or administration of a qualification she is following, Mayfield School encourages her to try to resolve this informally in the first instance, by contacting either the Examination's Officer or the Deputy Head Academic. If a complaint fails to be resolved informally the candidate (or her parent/guardian) is then at liberty to make a formal complaint and should follow the complaints procedure.

A candidate may make a complaint on the grounds below (this is not an exhaustive list).

### **Teaching and learning**

- Quality of teaching and learning, for example
  - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
  - Teacher lacking knowledge of new specification/incorrect core content studied/taught
  - Core content not adequately covered
  - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to the centre's *internal appeals procedure – see Annex A*)
- Candidate not informed of her centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks

### **Access arrangements**

- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

### **Entries**

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment

### **Conducting examinations**

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Failure to conduct exam according to the regulations
- Online system failed during (online) exam/assessment

- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the outcome of a special consideration application

### **Results and Post-results**

- Candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
- Candidate (or parent/guardian) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal (complainant should refer to the centre's appeals process relating to Enquiries about Results - see Annex A)
- Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission.

### **7.1 Complaints Procedure: Involvement of Third Parties**

Where a complaint involves the product or service of a third party (such as an external awarding body), if the candidate (their parent or carer) is not satisfied with the response of the School to their initial complaint and there is no resolution of the issue at hand, candidates have the right to escalate their complaint to the third party. This might arise, for instance, where a dispute surrounds malpractice or maladministration of an assessment, which is provided by an external awarding body.

If this is requested, the School will provide contact details of the third party within seven working days. In the event of the candidate contacting the third party, the candidate (parent or guardian) are required to contact the School within seven working days of having contacted the third party.

## **8. Examination Archiving**

The School will not keep personal data longer than is necessary for the purpose or purposes for which they were collected and will take all reasonable steps to destroy, or erase from its systems, all data which is no longer required (cross reference data protection policy).

As part of the examination cycle the following retention information is applied, after which disposal in a confidential manner will take place:

- **Invigilator Training Record**

A record of the content of the training given to invigilators must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

- **Invigilation Arrangements including signed records of the seating plan, Attendance Register Copies, Exam room check lists and Incident logs.**



The Examination Officer will keep these documents until after the deadline for reviews of marked has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later as the awarding bodies may need to refer to these records.

For any candidate eligible for overnight supervision the completed JCQ form Timetable variation and confidentiality declaration for overnight supervision will be kept and made available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested.

- **Special Consideration Information**

Where a candidate is present but disadvantaged for a timetabled written examination a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting an on-line special consideration application until after the publication of results.

- **Candidates work and scripts**

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period is to be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series).

Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are disposed of in a confidential manner.

- **Examination Stationary**

Unused awarding body exam stationary provided solely for the purpose of external exams must be returned to the secure storage facility until needed for a future examination. Surplus out of date stationary must be confidentially destroyed.

- **Conflicts of Interest Records**

Records demonstrating the management of Conflicts of Interest must be retained by the centre until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. The awarding bodies reserve the right to inspect such documentation.

- **Invigilator Training Records**

A record of the content of training given to invigilators must be available for inspection. It should be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

- **Post-results services: confirmation of candidate consent information**

Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.

- **Candidates certificates**

Unclaimed Candidate certificates issued by awarding bodies will be retained under secure conditions for four years after the candidate left the School. A record of certificates that have been destroyed should be retained for six years from their date of destruction.

## **Annex A: Internal Appeals Procedures**

This procedure confirms Mayfield School's compliance with JCQ's General Regulations for Approved Centres that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, post-result services and appeals, and centre decisions relating to access arrangements and special consideration.

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration

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

Mayfield School is committed to ensuring that it is compliant with the JCQ General Regulations for Approved Centres 2022-2023 section 5.7 which states the need for a Centre to have in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates". As a Centre we will also ensure that candidates are informed of their centre assessed marks as a candidate is allowed to request a review of the centres' marking before marks are submitted to the awarding body.

Certain components of GCSE and GCE 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. Mayfield School ensures that all centre staff follow the NEA (non examination assessment) policy which details all the procedures relating to the marking and quality assurance processes which relevant teaching staff are required to follow. Mayfield School is committed to ensuring that whenever its staff assess girls' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have the appropriate knowledge, understanding and skills, and who have been trained in this activity. Mayfield School is committed to ensuring that work produced by the girls is authenticated in line with the requirements of the Awarding Body (Examinations Board). Where a number of subject teachers are involved in marking candidates' work, consistency is assured by internal moderation and standardisation.

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 her work, or that the assessor has not properly applied the mark scheme to their marking, then she may make use of this appeals procedure to request a review of the centre's marking. Note that an appeal may only be made against the process that led to the assessment and not against the mark or grade. It is expected that a formal review request will only be made when the normal avenues for discussion of academic matters have not resolved the matter.

Departments should inform candidates that they may request copies of materials (for example a copy of their marked assessment material and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the Centre's marking of the assessment and make them promptly available to the candidate upon receiving a request. For some marked assessment materials, such as art work and recordings, these will be shared under supervised conditions. Candidates are not allowed to access original assessment material unless supervised.

Candidates will be provided with sufficient time in order to allow them to review copies of materials and reach a decision. If candidates decide to request a review, they will need to explain what they believe the issue to be.

Requests for reviews of marking **must** be made in writing to the Examinations Officer who will coordinate the review procedure. The Centre will allow sufficient time 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.

The review of marking will be 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 that will be carried out in a manner consistent with the standard set by the Centre.

The candidate will be informed in writing of the outcome of the review of the Centre's marking. The outcome of the review of the Centre's marking will be made known to the Headmistress. A written record of the review will be kept and made available to the awarding body upon request.

Should the review of the Centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately. In the event of the candidate or parent remaining dissatisfied with the outcome of the internal appeals procedure, they may make a further appeal to the relevant Awarding Body. A copy of the appeals procedure of the relevant Awarding Body is available from the Examinations Office upon request.

After candidates' work has been internally assessed, it is then moderated by the Awarding Body to ensure consistency in marking between Centres. The moderation process carried out by the awarding bodies may lead to mark changes, either upwards or downwards, even after an internal review. Because the mark submitted to the awarding body is subject to change, it should be considered provisional. The moderation process is outside the control of the School and is not covered by this procedure.

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

This procedure confirms Mayfield School's compliance with JCQ's General Regulations for Approved Centres 2022-2023, section 5.13 that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer. Candidates are informed of the arrangements for post-results services before they sit any examinations, immediately prior to publication of results and again on results day. The Post Results Consent Form clearly outlines the deadlines and associated fees for the different services. A letter from the Head of School is sent prior to the publication of results outlining the arrangements and includes detail about the accessibility of senior management on results day.

Subsequent to the release of examination results, a candidate has the right to apply to the awarding body, through the centre, for a review of their result if they consider the grade to be too low. If the centre or a candidate (or her parent/guardian) has a concern and believes a result may not be accurate, post-results services may be considered.

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

#### **Reviews of Results (RoRs):**

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

#### **Access to Scripts (ATS):**

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

Awarding bodies will only accept applications for reviews of marking from centres and not from candidates or their parents.

For situations where a place at university or college is at risk, the centre would support a request for a Priority Service 2 Review of Marking in the first instance. They would also advise the affected candidate to contact the university or college that a review of marking has been submitted. In other cases where a concern is expressed that a particular result may not be accurate, the centre would generally suggest accessing the script so the centre has an opportunity to see if they felt that the mark scheme had been applied correctly in the original marking or if they consider that there have been any other errors in marking.

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 is submitted to the awarding body, as well as confirmation that the post results services fee has been payable. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent can only be collected after the publication of results. This procedure has a short deadline, clearly outlined in the Post Results Consent Form and therefore any requests must be carried out on a timely basis, observing the relevant deadlines. Any candidate who has concerns about a grade awarded for a subject is advised to contact the Examinations Officer ideally within at least two calendar weeks of the issue of results. Following any consequent discussion, if considered appropriate, the centre will immediately apply for a review.

For any moderated components that contributed to the final result, the centre will:

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

If the School does not consider a review appropriate, the candidate will be informed of this decision within three working days. If the candidate still wishes to proceed with a request for a review, the following procedure will apply:

- The candidate should appeal against the School's decision not to support a review within two working days.
- The centre will then arrange a meeting within three working days with the candidate and their parent /guardian, and the Head of Centre or her representative from the senior staff.
- The candidate and their parent / guardian will be able to present their reasons for asking for the review at this meeting.

The Head of Centre or her representative will make a final decision on whether the appeal should go ahead, and will inform the candidate and their parent/guardian verbally and subsequently in writing, of the decision. The Examinations Officer will make any relevant application in line with the appropriate deadlines.

Once the School has made an enquiry about a result, (a review of the original marking) and a subsequent appeal, for one of a candidates examinations after the subject grade has been issued, there are three possible outcomes:

- The original mark is lowered: the final grade may be lower than the original grade received.
- The original mark is confirmed as correct: there is no change to the grade.
- The original mark is raised: the final grade may be higher than the original grade received.

N.B. Where there has been a reduction in marks or a downgrade, the request cannot be revoked and the original mark or grade cannot be reinstated.

Following the RoR 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 RoR outcome, but the candidate (or her parent) 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.

### **3. Appeals regarding centre decisions relating to access arrangements and special consideration.**

In accordance with the regulations, Mayfield School:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates AARA (Importance of these regulations)

#### **Special consideration**

Where Mayfield School can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

#### **Centre decisions relating to access arrangements, reasonable adjustments and special consideration**

Mayfield School will look at each application for access arrangements, reasonable adjustments and special consideration on a case by case basis.

In circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration, then the school will make the decision not to make/apply for a specific reasonable adjustment or to apply for special consideration and make the candidate (or their parent / guardian) aware of the reasons for refusal.

If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted to the Deputy Head Academic within 10 calendar days of the decision being made known to the appellant.

To determine the outcome of the appeal, the Deputy Head Academic, acting for the Head of Centre will review the evidence presented and will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 10 working days of the appeal being received and logged by the centre. If the appeal is upheld, Mayfield School will proceed to implement the necessary arrangements and / or submit the necessary application for special consideration or reasonable adjustments.



## Data Protection – Examination Related Information Notice (for girls)

In order to ensure girls are able to enter and complete their public examinations, there is a requirement for Mayfield School to hold and share examinations-related information on candidates taking external examinations. For the purposes of the Data Protection Act 2018 Mayfield School is a data controller which means that the School is responsible for and controls the processing of candidates' personal data. **The School will retain all personal data securely and only in line with how long it is necessary to keep for a legitimate and lawful reason.**

For the purpose of examining and awarding qualifications the centre will provide relevant personal data including name, date of birth and gender to the awarding bodies. The data may relate to examination scripts, examination entries, access arrangements, the conduct of examinations and non-examination assessments, special consideration requests and examination results/post-results/certificate information. It may also cover photographic, audio or video footage / images of candidates that are included as evidence of participation or contribution as part of their non-examination assessments.

Candidates' exams-related information may be shared with the following:

- ▶ Awarding bodies (AQA, CCEA, OCR, Pearson and WJEC), including their external moderators
- ▶ Joint Council for Qualifications (JCQ)
- ▶ External assessors for access arrangements
- ▶ Subject departments in the form of exemplar material for future pupils – after taking the necessary steps to ensure all means of identification are removed from the script

This data may be shared via one or more of the following methods:

- ▶ hard copy
- ▶ email
- ▶ encrypted or Password protected portable device
- ▶ secure extranet site(s) – [e.g. eAQA; OCR Interchange; Pearson Edexcel Online; WJEC Secure services; etc.]
- ▶ School Information Management System (SIMS) provided by Capita for the sending/receiving information via electronic data interchange (EDI) using A2C to/from awarding body processing systems; etc.

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).



**Candidate Consent: Examination Related Information**

***Please tick the following box to enable Mayfield School to hold and share your examinations related information:***

I consent to the use of my name and other relevant data, as set out above to be shared with the aforementioned groups and by the aforementioned methods.

***If you happy to grant permission for your scripts to be requested and used for teaching and learning purposes, please tick the box below:***

I grant permission for my script(s) to be requested and subsequently used by teachers at Mayfield School as exemplar material for teaching and learning to others in the classroom. This permission is subject to my name and any means of identification being removed from the script(s).

I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Print Full Name: .....

Tutor Group: .....

Signed: .....

Date: .....

## **Annex C Examination Contingency Plan**

### **Contingency in the event of disruption - Examinations**

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

Alongside internal processes, this plan is informed by the scenarios contained in the "Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland" and publication "What schools and colleges and other centres should do if exams or other assessments are seriously disrupted".

For summer 2023 the awarding bodies have designated Thursday 8 June 2023 and Wednesday 28 June 2023 as 'contingency days' for examinations in the event of a national or local disruption to examinations. The School will remind candidates that they must remain available until this date should an awarding body need to invoke its contingency plan.

This plan also confirms Mayfield School is compliant with the JCQ regulation (section 5.3, 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 management team to act immediately in the event of an emergency or staff absence.

#### **Escalation Process (Internal Government arrangements):**

The Deputy Head Academic will provide support and guidance to the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Should the Head of Centre, and the Deputy Head Academic (the member of the senior leadership team with oversight of examination administration) be absent, the responsibility for oversight of the examination administration will be given to the Head of Sixth Form.

It will be reviewed annually to ensure compliance with current regulations.

#### **Causes of potential disruption to the examination process.**

1. Examination Officer extended absence at key points in the examination process
2. SENCo extended absence at key points in the examination cycle
3. Teaching staff extended absence at key points in the examination cycle
4. Invigilators - lack of appropriately trained invigilators or invigilator absence
5. Examination rooms - lack of appropriate rooms or main venues unavailable at short notice
6. Failure of IT systems
7. Cyber Attack
8. Emergency evacuation of the examination room (or centre lock down)
9. Disruption of teaching time in the weeks before the examination – centre closed for an extended period
10. Candidates unable to take examinations because of a crisis – centre remains open
11. Centre unable to open as normal during the examinations period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)
12. Disruption in the distribution of examination papers

13. Disruption to the transportation of completed examination scripts
14. Assessment evidence is not available to be marked
15. Centre unable to distribute results as normal or facilitate post results services (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

## **1. Examination Officer extended absence at key points in the examination process**

### 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*

#### *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*

- *invigilators not trained or updated on changes to instructions for conducting 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, for example very late arrival, suspected malpractice, special consideration*
- *candidates' scripts not dispatched as required for marking to awarding bodies*

#### *Results and post-results*

- *access to examination results affecting the distribution of results to candidates*
- *the facilitation of the post-results services*

### Centre actions

- In the event of the Examination Officer being absent during the exam period, the Deputy Head Academic will be deployed in the first instance.
- Use the handover booklet situated in the exams office.
- The Deputy Head Academic will be trained in the issuing and security of the examination papers and holds the key code to the Examination room and the key to the security cabinet held in the examination office in the community building. The Director of IT Systems will be present at the start and end of each examination and will oversee the security of the examination papers. They will then supervise one of the senior invigilators in the running the examination series.
- SIMS manager has SIMS examination module on office computer and laptop so can access examination results or entries.
- To have the Deputy Head, Deputy Head Academic and SIMS Manager present on the days leading up to and in the aftermath of all public examinations results publications in order to mitigate against unexpected absence of the Examination Officer.
- Contact other local schools (Heathfield Community College, Bedes, Eastbourne College) for emergency back up of an Examinations Officer.

## **2. 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
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

#### *Pre-exams*

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

#### *Exam time*

- access arrangement candidate support not arranged for exam rooms

### Centre actions

- Employment for a second teacher in the department with sufficient long term training in order to deputise for the SENCo in their absence
- Regular meetings between the SENCo and their line manager (Deputy Head Academic), and the examinations officer, to keep apprised of ongoing issues with access arrangements and pre planning of examinations related issues

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

### Criteria for implementation of the plan

Key tasks not undertaken including:

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

### Centre actions

- Implementation of a robust system of absence cover for teaching staff, including those within each department who can step in to replace absence colleagues.
- Internal deadlines set earlier by the examinations officer prior to external deadlines to allow the examinations officer, relevant departments and the Deputy Head Academic to pre-empt any missed deadlines and to seek appropriate information from other staff members
- Implementation of a robust system for centre assessed marks for teaching staff

## **4. 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

- Active and proactive recruitment of a bank of invigilators well ahead of time.
- Continual training per JCQ regulations /safeguarding and child protection
- Deputy Head Academic or Examinations Officer to brief teachers during internal invigilation of internal examinations to ensure the same standard of rigour is maintained and so that they are aware of the requirements for external invigilation, thus allowing the use of teachers as needed to invigilate.

## **5. Examination 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 examinations timetable planning*

*Insufficient rooms available on peak exam days*

*Main examination venues unavailable due to an unexpected incident at examination time*

### Centre actions

- Use alternative on site venues, such as the Concert Hall or English Classrooms.
- One of the outcomes that might arise due to the spread of the Coronavirus is that the school is closed for the purposes of isolation. The nature of our site suggests that this would be a decision taken as a last resort but, in the event that the decision is made, the following arrangements have been made with Mayfield Memorial Hall. The Hall has 23 large tables at which two candidates can be sat; 12 small tables; and 9 ancillary tables; giving a total accommodation of 67 places. There are two dressing rooms that can be used for students with Access Arrangements and there is additional space on the stage, which could be used for students with word processors. There is an adequate supply of power points to the stage and in the kitchen but we will need extension leads for the easy delivery of power. The Hall does have a wireless internet facility and they have no issues over a photocopier being installed, if required. Contact details for the village hall are: Shirley Holland 01435 872163 or [mmhbookingsecretary@gmail.org](mailto:mmhbookingsecretary@gmail.org)

## **6. Failure of IT systems**

### Criteria for implementation of the plan

*SIMS system failure at final entry deadline*

*Failure of IT in use by candidates (e.g. laptops etc)*

*SIMS system failure during exams preparation*

*SIMS system failure at results release time*

### Centre actions

- Consult IT crisis event management plan
- Ensure laptop bank is fully charged, so internal battery can take over in the event of temporary power failure.
- Inform IT of the need for a replacement back up laptop to be set up with the correct examination settings and requirements.
- As a contingency in the event of the automatic secure system not saving the file at the end of the examination, the examinations officer and / or invigilator will ensure that the candidate saves the script onto the laptop desktop and then onto a school memory stick or printed directly to a connected printer. An unauthorised memory stick must not be used by a candidate. If the paper is not printed directly from the server, and instead needs to be placed on a memory stick, this will be taken by the invigilator to the Examinations Officer who will print out a copy of the script which will be then placed

in the secure exam packet with the rest of the examination scripts. A copy of the script will also be saved as a secure file on our school system in case it needs to be verified at a later point by the candidate or the exam board. Once this is completed the laptop will be cleared of data.

- Maintenance of hard copy records and electronic back up files of final entries, and seating plans.
- To mitigate against a SIMS system failure during exams preparation of release time, the SIMS manager will prepare SIMS Marksheet templates relating to the two relevant dates for results, eg. "All Results A2s, 2023" for Assessment Defined Group "All A2, 2023" etc. These will need to include Subjects and Result Codes for Summer 2023 entries only. The Assessment Defined Groups need to include all the relevant girls for the exam season who are entered for such exams. The unformatted marksheets will be exported and added in to the spreadsheets the (School) email addresses of the girls, using output from SIMS reports "A2 Pupils' Emails" and "GCSE, IGCSE Pupils' Emails". This pre-prepared data will be checked in June in case there have been changes to the data and the spreadsheets stored on One Drive, so it is securely accessible by the SIMS Manager and the Examinations Officer if necessary. The Examination Office will access relevant board sites for results via secure access to the internet.

## **7. Cyber Attack**

### Criteria for implementation of the plan

*Where a cyber-attack may compromise any aspect of delivery*

### Centre actions

- Liaise with Director of IT Systems in the first instance, they regularly review National Cyber Security Centre (NCSC) advice for support in cyber security preparedness and mitigation work, by using the NCSC's following services which help protect the school from cyber attacks:  
<https://www.ncsc.gov.uk/information/web-check> and <https://www.ncsc.gov.uk/information/mailcheck>
- IT team lead by the Director of IT Systems will assess impact and categorise incident, reporting findings to SMT, as per the Cyber Response Plan. They treat all cyber incidents equally (as the very highest priority). They will capture and analyse data, working remotely if necessary and then either a) act to prevent spread of problems or b) remove and fully stop the incident. They will recover data and systems if needed.
- The examination officer will promptly report any incidents of a cyber attack to the relevant awarding body/bodies which might compromise any aspect of assessment delivery.
- Where candidates produce work electronically, ensuring their work is backed-up regularly and stored securely on the centre's IT system / Ensuring protection of the candidates' work from corruption and considering the risks and implications of any cyber-attack.
- The Deputy Head Academic and/or the Director of IT Systems will communicate with parents/guardians and students and keeping them informed regarding solutions to the disruption (and detail on the method(s) of communication).

## **8. Emergency evacuation of the examination room (or centre lock down)**

### Criteria for implementation of the plan

*Whole centre evacuation (or lock down) during examination time due to serious incident resulting in examination candidates being unable to start, proceed with or complete their examinations*

### Centre actions:

- Adhere to the Fire Safety policy
- Where possible advise the awarding bodies, parents, guardians.

## **9. Disruption of teaching time in the weeks before the examinations– 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 action

- Centre to communicate issues promptly to awarding bodies, staff, parents and guardians through the website and other means of communications.
- Remote access to the School network is readily available to Staff and pupils.
- Use alternative methods of teaching pupils' during the period of closure e.g. using remote access and Microsoft Teams and One Note (see Blended and Remote Education Policy).
- Look to share facilities with other local schools if possible.

## **10. Candidates unable to take examinations because of a crisis – centres remain open**

### Criteria for implementation of the plan

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

### Centre action

- Centre to communicate issues promptly to awarding bodies, staff, parents and guardians
- Seek to identify whether the examination can be sat at an alternative venue, such as other local schools or the Village Hall
- Offer opportunity for candidates to sit the examination at the next available series
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

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

### Criteria for implementation of the plan

*Centre unable to open as normal for scheduled examinations*

### Centre action

- Centre to communicate issues promptly to awarding bodies, staff, parents and guardians
- Allow opening for examinations and examination candidates only, if possible.
- Use alternative methods of teaching pupils' during the period of closure e.g. using remote access and Microsoft Teams and One Note (see Blended and Remote Learning Policy).
- Seek use of alternative venues, such as other local schools or the Village Hall for the sitting of examinations. Contact details for the village hall are: Shirley Holland 01435 872163 or [mmhbookingsecretary@gmail.org](mailto:mmhbookingsecretary@gmail.org) . Further information pertaining to use of the Village facilities are in separate document 'Contingency, Coronavirus Examination Rooms'.
- offer opportunity for candidates to sit the examination at the next available series
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

## **12. Disruption in the distribution of examination papers**

### Criteria for implementation of the plan

*Disruption to the distribution of examination papers to the centre in advance of examinations.*

#### Centre action

- Centre to inform the awarding bodies.
- Centre to seek advice from the awarding bodies regarding isolation requirements for pupils until examination papers can be obtained if appropriate and to implement an isolation plan for pupils effected and to informing parents and guardians.
- If isolation is required overnight this will only be done as a last resort, and it will be done at a secure site (such as one of the boarding houses) and contact parents and guardians appropriately
- Source alternative couriers for delivery of hard copies
- Obtain electronic access to examination papers via a secure external network

### **13. Disruption to the transportation of completed examination scripts**

#### Criteria for implementation of the plan

*Delay in normal collection arrangements for completed examinations scripts.*

#### Centre action

- Communicate with the relevant awarding bodies to arrange timescales for transportation of the examination scripts
- To ensure that all examination papers are kept in secure, locked storage as soon as examinations are completed until such time as completed examinations scripts can be transported or collected.

### **14. Assessment evidence is not available to be marked**

#### Criteria for implementation of the plan

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

#### Centre action

- Inform the awarding bodies of the nature of occurrence.
- Maintain in a safe manner any remains of the scripts/ assessment evidence
- Provide photographic / video evidence and swift written reports of the nature of the damage or destruction of the scripts/assessment evidence for the awarding organisations verification
- Awarding organisations generate candidate marks for affected assessments based on the appropriate evidence of the candidates achievement as defined by the awarding organisation in consultation with the regulators e.g. mock examination marks, interim assessments , predicted grades etc.
- Candidates to retake the assessment that has been affected at a subsequent assessment window, if possible

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

#### 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 action

- Contact the awarding bodies to discuss alternative options.
- Encourage girls to come into School or telephone.
- Make arrangements to access results at an alternative site, such as Mayfield Village Hall or other local Schools
- Use remote access to the School systems or SIMS manager laptop which contains a back up copy of the results software.



- Examination officer accesses relevant examination board sites via secure internet access. Working with the SIMS manager this data is then manually inputted into pre prepared SIMS marksheets. These can then be sent out by email to individual girls via Office 365 Outlook mailmerge.

## Annex D: Non-examination assessment policy

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

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

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

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

Definition taken directly from the JCQ publication [Instructions for conducting non-examination assessments](#).

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are: task setting, task taking and task marking. The policy will outline each stage separately.

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

### The basic principles

#### Head of centre

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that relevant centre staff are adhering to the latest version of NEA
- ▶ Ensures that the centre’s non-examination assessment policy is fit for purpose
- ▶ Ensures the centre’s internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/guardians) appealing against centre assessed marks and requesting a review of the centre’s marking

#### Deputy Head Academic

- ▶ Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions
- ▶ Where necessary ensures the School calendar records assessment schedules by the start of the academic year

#### Heads of Department

- ▶ Confirms that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- ▶ Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- ▶ Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

- ▶ Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.
- ▶ Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- ▶ Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)

#### **Subject teacher**

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

#### **Examination Officer**

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

### **Issuing and Setting of Tasks**

#### **Heads of Department**

- ▶ Ensure subject teachers select tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- ▶ Ensures candidates are aware of the criteria used to assess their work
- ▶ Determines when set tasks are issued by the awarding body
- ▶ Identifies date(s) when tasks should be taken by candidates
- ▶ Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

### **Task taking: Supervision**

#### **Subject teacher**

- ▶ Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- ▶ Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- ▶ Ensures there is sufficient supervision to ensure the work a candidate submits is their own, or, is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own.
- ▶ Where candidates may work in groups, keeps a record of each candidate's contribution
- ▶ Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- ▶ Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

### Task Taking: Advice and feedback

#### **Subject teacher**

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

### Task Taking: Resources

#### **Subject teacher**

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

### Task Taking: Word and time limits

#### **Subject teacher**

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

### Task Taking: Collaboration and group work

#### **Subject teacher**

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

### Authentication procedures

#### **Subject teacher**

- ▶ Where required by the awarding body's specification
  - ▶ ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work

- ▶ signs the teacher declaration of authentication confirming the requirements have been met
- ▶ Keeps signed candidate declarations on file until the deadline for requesting reviews about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- ▶ Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- ▶ Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [Instructions\\_NEA\\_22-23\\_FINAL.pdf \(jcq.org.uk\)](#) and informs the Examination Officer and a member of the senior management team.
- ▶ Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero.

### Presentation of work

#### **Subject teacher**

- ▶ Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- ▶ Instructs candidates to present work as detailed in [Instructions\\_NEA\\_22-23\\_FINAL.pdf \(jcq.org.uk\)](#) unless the awarding body's specification gives different subject-specific instructions
- ▶ Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

### Keeping materials secure

#### **Subject teacher**

- ▶ When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- ▶ When work is submitted by candidates for final assessment, ensures work is securely stored
- ▶ Follows secure storage instructions as defined in [Instructions\\_NEA\\_22-23\\_FINAL.pdf \(jcq.org.uk\)](#) section 4.8
- ▶ Takes sensible precautions when work is taken home for marking
- ▶ Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.

#### **Head of Department**

- ▶ Stores internally assessed work, including the sample returned after awarding body moderation, securely until after the deadline for post results services or until the outcome of any post results services e.g. review or any subsequent appeal has been completed.
- ▶ Liaises with the IT department to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

### **Task marking – externally assessed components**

#### Conduct of externally assessed work

#### **Head of Department**

- ▶ Liaises with the Examination Officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- ▶ Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

#### **Examination Officer**

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

#### Submission of work

#### **Examination Officer**

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

#### **Task marking – internally assessed components**

#### Marking and annotation

#### **Head of Centre**

- ▶ Ensures where a teacher teaches his/her own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

#### **Head of Department**

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

#### **Subject teacher**

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

## Internal standardisation

### **Head of Department**

- ▶ Supports staff not familiar with the mark scheme (e.g. ECTs, teaching apprenticeship trainees, supply staff etc.)
- ▶ Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- ▶ Ensures accurate internal standardisation - for example by
  - ▶ obtaining reference materials at an early stage in the course
  - ▶ holding a preliminary trial marking session prior to marking
  - ▶ carrying out further trial marking at appropriate points during the marking period
  - ▶ after most marking has been completed, holds a further meeting to make final adjustments
  - ▶ making final adjustments to marks prior to submission
  - ▶ retaining work and evidence of standardisation

### **Subject teacher**

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

## Submission of marks and work for moderation

### **Head of Department**

- ▶ Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline and checking the mark input to avoid arithmetic or transcription errors
- ▶ Provides the moderation sample to the Examination Officer to the internal deadline, keeping a record of the work submitted
- ▶ Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- ▶ Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- ▶

### **Examination Officer**

- ▶ Confirms with Heads of Department that marks have been submitted to the awarding body deadline
- ▶ Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted to the awarding body deadline
- ▶ Ensures that for postal moderation
  - ▶ work is dispatched in packaging provided by the awarding body
  - ▶ moderator label(s) provided by the awarding body are affixed to the packaging
  - ▶ proof of dispatch is obtained and kept on file until the successful issue of final results

## Storage and retention of work after submission of marks

### **Head of Department**

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

#### **Examination Officer**

- ▶ Ensures any sample returned after moderation is logged and returned to the Head of Department for secure storage and required retention

#### External moderation – the process

##### **Head of Department**

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

#### External moderation - feedback

##### **Head of Department**

- ▶ Checks the final moderated marks when issued to the centre when the results are published
- ▶ Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

##### **Examination Officer**

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

#### **Access arrangements**

##### **Head of Department**

- ▶ Works with the Head of Learning Support to ensure any access arrangements for eligible candidates are applied to assessments

##### **Head of Learning Support**

- ▶ Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments* in relation to non-examination assessments including *Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills*
- ▶ Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- ▶ Makes Heads of Department aware of any access arrangements for eligible candidates which need to be applied to assessments



- ▶ Works with Heads of Department to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met

## Special consideration and loss of work

### Head of Department

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

### Examination Officer

- ▶ Refers to/directs relevant staff to the JCQ publication A guide to the special consideration process
  - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
  - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
  - Keeps required evidence on file to support the application
- ▶ Refers to/directs relevant staff to Form 15 – JCQ/LCW and where applicable submits to the relevant awarding body

## Malpractice

### Head of centre

- ▶ Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- ▶ Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
- ▶ Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

### Head of Department

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

### Examination Officer

- ▶ Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre

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

## Post results Services

### Head of centre

- ▶ Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/guardians) appealing against a centre decision not to support a review of results or an appeal

### Head of Department

- ▶ Provides advice and guidance to candidates on their results and the post-results services available
- ▶ Provides the Examination Officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline
- ▶ Supports the Examination Officer in collecting candidate consent where required

### Examination Officer

- ▶ Is aware of and signposts relevant centre staff and candidates to post-results services information
- ▶ Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- ▶ Collects candidate consent where required

## Practical Skills Endorsement for the A Level Sciences designed for use in England

### Head of centre

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- ▶ Ensures new Heads of Department undertake the required training provided by the awarding body on the implementation of the practical endorsement

### Head of Science

- ▶ Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- ▶ Undertakes training provided by the awarding body on the implementation of the practical endorsement
- ▶ Disseminates information to subject teachers ensuring the standards can be applied appropriately
- ▶ Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit
- ▶ Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- ▶ Follows the awarding body's instructions for the submission of candidates *Pass or Not Classified* assessment outcome
- ▶ Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

### Subject teacher

- ▶ Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- ▶ Ensures the required arrangements for practical activities are in place
- ▶ Provides all the required centre records
- ▶ Ensures candidates provide the required records
- ▶ Provides any required information to the Head of Science regarding the monitoring visit
- ▶ Assesses candidates using Common Practical Assessment Criteria (CPAC)

#### **Examination Officer**

- ▶ Accepts contact with the monitor and pass information to the subject lead for a visit to be arranged with at least two weeks notice
- ▶ Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

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

#### **Head of centre**

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

#### **Head of English**

- ▶ Ensures the appropriate arrangements are in place for internal standardisation of assessments
- ▶ Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- ▶ Ensures the required task setting and task taking instructions are followed by subject teachers
- ▶ Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- ▶ Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided
- ▶ Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

#### **Subject teacher**

- ▶ Ensures all the requirements in relation to the endorsement are known and understood
- ▶ Follows the required task setting and task taking instructions
- ▶ Assesses candidates, either live or from recordings, using the common assessment criteria
- ▶ Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes

#### **Examination Officer**

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

### **Private candidates**

#### **Head of Department**

- ▶ According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
- ▶ Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
<b>Task setting</b>		
Awarding body set task: IT failure/cyber attack/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	Examination Officer and Director of IT
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	Head of Department
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i></p> <p><i>Records confirm all candidates understand the marking criteria</i></p> <p><i>Candidates confirm/record they understand the marking criteria</i></p>	Subject Teacher and Head of Department
<b>Issuing of tasks</b>		
Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i></p> <p><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	Head of Department
The wrong task is given to candidates	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	Head of Department and Examination Officer
<b>Task taking</b>		
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	<p><i>Assessment plan identified for the start of the course</i></p> <p><i>Assessment dates/periods included in centre wide calendar</i></p>	Deputy Head Academic
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p><i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i></p> <p><i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i></p> <p><i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i></p>	Examination Officer, Head of Department and Director of Timetabling

Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i> <i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	Head of Department and Examination Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Examination Officer and Deputy Head Academic
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SENCo and Examination Officer
A candidate (or parent/guardian) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded</i> <i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i>	Head of Department and Examination Officer
<b>Advice and feedback</b>		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given prior to starting on their work</i>	Head of Department and Deputy Head Academic
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given during the task-taking stage</i>	Head of Department and Deputy Head Academic
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i> <i>Records as detailed above are provided to confirm all assistance given</i> <i>Where appropriate, a suspected malpractice report is submitted</i>	Deputy Head Academic Headmistress

specification	<i>to the awarding body</i>	
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher and Head of Department
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Subject Teacher and Head of Department
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Subject Teacher and Head of Department
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Examination Officer
An excluded pupil wants to complete her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	Examination Officer and Deputy Head Academic
<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Subject Teacher, Head of Department in conjunction with IT
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	Subject Teacher, Examination Officer
<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Subject Teacher and Head of Department
<b>Collaboration and group work</b>		
Candidates have worked in	<i>Records confirm the awarding body specification has been</i>	Subject Teacher



groups where the awarding body specification states this is not permitted	<i>checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	and Head of Department
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	Head of Department and Examination Officer
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Subject Teacher and head of Department
<b>Presentation of work</b>		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Subject Teacher
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Subject Teacher and Head of Department
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	Head of Department
<b>Task marking – externally assessed components</b>		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Head of Department Examination Officer
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Head of Department Examination Officer
<b>Task marking – internally assessed components</b>		
A candidate submits little or no	<i>Where a candidate submits no work, the candidate is recorded as</i>	Subject Teacher



work	<i>absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Head of Department
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i>	Head of Department and Examination Officer
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i>	Head of Department and Examination Officer
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	Deputy Head Academic
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	Head of Department or Deputy Head Academic
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	Examination Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	Examination Officer
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the Examination Officer for the submission of marks Through the candidate exam handbook, candidates are made</i>	Subject Teacher + Head of Department

	<i>aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i>	
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	Subject Teachers
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i>	
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	

# Annex E: Mayfield School

Centre Number 56460

## Centre Staff Declaration Form (hard copy)



**It is the responsibility of the head of centre to ensure that Mayfield:**

Informs the awarding bodies, **before the published deadline for entries**, of any members of centre staff who are either sitting examinations and assessments, or 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. A copy of this declaration will be sent to each relevant awarding body.

Maintains clear records of all instances where any members of centre staff who are taking qualifications at their centre which do not include internally assessed components, or who are taking qualifications at other centres, or who have members of their family (which includes step-family, foster-family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at Mayfield or at a different centre.

Your Name	Your teaching subject(s)/department

Name of Student		Relationship
First name	Family name	

Subjects studying		

**Please print form add your signature and return to the Exams Office.**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Subjects:**

	<b>AQA</b>	<b>Edexcel</b>	<b>OCR</b>	<b>WJEC</b>
	<b>BCS</b>	<b>Cambridge English</b>	<b>CIE</b>	<b>Cambridge ATS</b>

Other ABs to notify: