EXAMINATIONS POLICY

SENIOR SCHOOL

Governors' Committee normally reviewing:	Pupil Focus Group
Date last formally approved by the Governors:	Spring Term 2025
Date policy became effective:	Autumn Term 2018 (*New Combined*) *Incorporating*: ● *Access Arrangements for External Examinations Policy* ● *Employment and Deployment of Examination Invigilators Policy* ● *Exams Contingency Policy* ● *Controlled Assessment Policy*

Period of Review:	Two Yearly
Next Review Date:	Spring Term 2027

Person responsible for implementation and monitoring:	Deputy Head (Academic) Director of Exams
Other relevant policies:	● Curriculum Policy ● Equal Opportunities Policy

The following Policy encompasses the Aims and Ethos of the Senior School

Aims and Ethos

SAFEGUARDING STATEMENT
Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its Safeguarding and Child Protection Policy.

EQUAL OPPORTUNITIES STATEMENT
The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their characteristics and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

1. Introduction

Felsted School ("the School") is committed to ensuring that the examinations management and administration process is run effectively and efficiently. This Examinations Policy will ensure that:

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

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

This policy will be communicated to all relevant centre staff.

2. Roles and responsibilities

2a. Head of Centre (HoC) supported by the Director of Exams and Deputy Head (Academic), who line manages the Exams Officer ('EO').

- Understands the contents of, refers to and directs relevant centre staff to, annually updated JCQ publications including:
  General regulations for approved centres (GR)
  Instructions for conducting examinations (ICE)
  Access Arrangements and Reasonable Adjustments (AA)
  Suspected Malpractice in Examinations and Assessments (SMEA)
  Instructions for conducting non-examination assessments (NEA)
- Ensures that the Exams Officer (EO) attends appropriate training events offered by awarding bodies and other external providers to enable the exams process to be effectively managed and administered
- Ensures that centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Ensures that risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (see Exams Contingency Policy - Appendix 3)
- Ensures that required internal appeals procedures are in place (see Non-Examination Assessment Policy - Appendix 4)
- Ensures that a disability policy showing the centre's compliance with relevant legislation is in place (see Equality Policy)
- Ensures that the centre has documented processes in place relating to access arrangements and reasonable adjustments (see Access Arrangements for External Examinations Policy - Appendix 1)
- Ensures that staff are entered for qualifications only through the centre where entry through another centre is not available

- Ensures that the appropriate steps are taken where a candidate being entered for exams is related to a member of centre staff

2b. Exams Officer (EO)

- Understands the contents of annually updated JCQ publications including:
  General regulations for approved centres
  Instructions for conducting examinations
  Suspected Malpractice in Examinations and Assessments
  Post-results services (PRS)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures that key tasks are undertaken and key dates and deadlines are met
- Recruits, trains and deploys a team of internal/external invigilators as required
- Ensures that the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to
- Ensures that centre staff are supported and appropriately trained to undertake key tasks within the exams process
- Ensures *"that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates' preparation for the examination,* ***is not an invigilator during the examination or on-screen test****;"*[ICE 6]
- Ensures that security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions

2c. Senior leaders (SLT) and Director of Exams

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
  General regulations for approved centres
  Instructions for conducting examinations
  Access Arrangements and Reasonable Adjustments
  Suspected Malpractice in Examinations and Assessments
  Instructions for conducting non-examination assessments

2d. Special educational needs co-ordinator (SENCo/HoD SFL)

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

2e. Head of Departments (HoD)

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

2f. Teaching Staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO, HoD, and HoD SFL

- Keep updated with awarding body teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events
- Undertake internal exams invigilation in line with guidance from the Exams Office

2g. Invigilators

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

2h. Operational Staff

- Support the EO in dealing with exam-related deliveries and dispatches with due regard to the security of confidential materials
- Support the EO in relevant matters relating to exam rooms and resources

2i. Candidates

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

3. The exam cycle

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

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

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

4. Planning: roles and responsibilities

4a. Information sharing

Head of Centre

- Directs relevant centre staff to annually updated JCQ publications including GR, ICE, AA, SMEA and NEA

Exams Officer

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

4b. Information gathering

Exams Officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure that data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Consults with the Academic Office and produces an annual exam plan of key tasks and key dates to ensure that all external deadlines can effectively be met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of mock examinations
- Checks that information held by the Exams Office on pupil access arrangements is up to date and accurate

Heads of Departments

- Respond (or ensure that Common Room Staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and direct Common Room Staff to meet these

4c. Access arrangements

See Appendix 1 - 'ACCESS' ARRANGEMENTS FOR EXTERNAL EXAMINATIONS POLICY'

SENCo/HoD SFL

- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with Common Room Staff to gather evidence of **normal way of working** of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed **data protection notices** from candidates where required
- Applies for **approval** through *Access arrangements online* (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps relevant paperwork and evidence on file for JCQ inspection purposes
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures that staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s)
- Supports the review of the **use of word processors** in exams and assessments
- Ensures that criteria for candidates granted **separate invigilation within the centre** is

clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Senior Leaders, Head of Department, Common Room Staff

- Support HoD SFL in identifying and implementing appropriate access arrangements

4d. Invigilation

Exams Officer

- Provides an annual training event for new invigilators and an update event for invigilators in the conduct of exams
- Ensures that invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Collects evaluation of training to inform future events

5. Entries: roles and responsibilities

5a. Estimated entries

Exams Officer

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

Heads of Departments

- Provide information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to information

5b. Final entries

Exams Officer

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

Heads of Departments

- Provide information requested by the EO to the internal deadline
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent

changes to final entry information, which includes
- Communicate changes to candidate personal details
- amendments required to existing entries
- withdrawals of existing entries
- Checks that final entry submission information provided by the EO and confirms information is correct

5c. Late entries

Exams Officer

- Has clear entry procedures in place to minimise the risk of late entries

Heads of Departments

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

5d. Candidate statements of entry

Exams Officer

- Provides candidates with statements of entry for checking

Common Room Staff

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

Candidates

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

6. Pre-exams: roles and responsibilities

6a. Access arrangements

HoD SFL and EO

- Ensures that appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures that a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures that exam information (JCQ information for candidates' information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments

6b. Briefing candidates

Exams Officer

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

6c. Dispatch of exam scripts

Exams Officer

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

6d. Estimated grades

Head of Department

- Ensures that Common Room Staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

Exams Officer

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

6e. Internal assessment

Director of Exams

- Ensures that procedures are in place for candidates to appeal an internal assessment decision or request a review of the centre's marking of an assessment (when a centre is required to make reviews available)

SENCo/HoD SFL

- Liaises with Common Room Staff to implement appropriate access arrangements for candidates undertaking internal assessments

Common Room Staff

- Support the HoD SFL in implementing appropriate access arrangements for candidates

undertaking internal assessments
- Ensure that candidates are informed of internal assessment decisions prior to marks being submitted to awarding bodies

Heads of Departments

- Ensure that Common Room Staff provide marks for internally assessed components of qualifications to the EO to the internal deadline
- Ensure that Common Room Staff authenticate candidates' work to the awarding body requirements
- Ensure that Common Room Staff provide required samples of work for moderation to the EO to the internal deadline

Exams Officer

- Submits marks and samples to awarding bodies/moderators to meet the external deadline
- Keeps a record to track what has been sent
- Logs moderated work returned to the centre
- Ensures that Common Room Staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

6f. Invigilation

Exams Officer

- Provides an invigilation handbook or briefs invigilators accordingly
- Deploys invigilators effectively to exam rooms throughout an exam series
- Allocates invigilators to exam rooms according to the required ratios
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

SENCo

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

Invigilators

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

6g. JCQ inspection visit

Exams Officer or Senior Leader

- Accompanies *"the Inspector **throughout** the course of his or her centre visit, including inspection of the centre's secure storage facility."* [ICE Introduction]

6h. Seating and identifying candidates in exam rooms

Exams Officer

- Ensures that a procedure is in place to verify candidate identity including private candidates
- Ensures that invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements

Invigilators

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

6i. Security of exam materials

Exams Officer

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

Reception/Steward staff

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

Common Room Staff

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

6j. Timetabling and rooming

Exams Officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolve candidate exam clashes
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms according to required ratios
- Liaises with site staff to ensure that exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo regarding rooming of access arrangement candidates

SENCo

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

Site staff

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

6k. Transferred candidate arrangements

Exams Officer

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

6l. Internal exams

Exams Officer

- Prepares for the conduct of internal exams under external conditions
- Provides a centre exam timetable of subjects and rooms

- Provides seating plans for exam rooms
- Requests internal exam papers from Common Room Staff
- Arranges invigilation

SENCo

- Liaises with Common Room Staff to make appropriate arrangements for access arrangement candidates

Common Room Staff

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

7. Exam time: roles and responsibilities

7a. Access arrangements

Exams Officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams

7b. Candidate absence

Invigilators

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

Candidates

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

7c. Candidate late arrival

Exams Officer

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

Invigilators

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

7d. Conducting exams

Head of Centre

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

Exams Officer

- Ensures that exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure that each exam session is fully prepared for, unplanned events can be dealt and associated follow-up is completed
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7e. Dispatch of exam scripts

Exams Officer

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

7f. Exam papers and materials

Exams Officer

- Organises exam question papers and associated confidential resources in date order in secure storage
- Attaches erratum notices received to relevant exam question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or inbox for updates from awarding bodies

7g. Exam rooms

Exams Officer

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

Senior leaders

- Ensure that a documented emergency evacuation procedure for exam rooms is in place
- Ensure that arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

Operational Staff

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

Invigilators

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

Candidates

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

7h. Irregularities

Head of Centre

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

Senior leaders

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

Exams Officer

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

possible after the exam has taken place

Invigilators

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

7i. Malpractice

See *Irregularities* above.

7j. Special consideration

SENCo/HoD SFL

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

Candidates

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

8. Results and post-results: roles and responsibilities

8a. Internal assessment

See Appendix 4 - Controlled Assessment Policy

Heads of Departments

- Ensure that Common Room Staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensure that work is returned to candidates or disposed of according to the requirements

8b. Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure that senior staff are available for candidates as results are issued

Operational Staff

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

Accessing results

Exams Officer

- Informs candidates in advance of when and how results will be released to them
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body

- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

8c. Post-results services

Head of Centre

- Ensures that **internal appeals procedures** are available where candidates disagree with the centre decision not to support an enquiry about results

Exams Officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged
- Publishes internal deadlines for requesting the services to ensure that the external deadlines can be effectively met
- Provides a process to record requests for services and collect candidate informed consent and fees where relevant
- Submits requests to awarding bodies to meet the external deadline
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Teaching Staff

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

Candidates

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

Learner Appeals Policy

Where a candidate is unhappy with the mark awarded for a particular exam unit (e.g. written exam, coursework, practical assessment etc) and the centre does not support a remark they still can request a remark.

Candidates

- The candidate will be required to acknowledge that his/her grade may be confirmed, raised or lowered.
- The candidate will be responsible for paying the relevant fee.

Senior Leaders

- The Ofqual changes for remarks/appeal 2016/17 must be explained to the candidate by the SLT member.
- An explanation given to the candidate and parent/carer about why the remark is not supported.

Exams Officer

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

8d. Analysis of results

Exams Officer

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

8e. Certificates

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

Candidates

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

9. Review: roles and responsibilities

Exams Officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform review

Senior leaders

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

10. Retention of records: roles and responsibilities

Exams Officer

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

APPENDIX 1

'ACCESS' ARRANGEMENTS FOR EXTERNAL EXAMINATIONS POLICY
(FORMS PART OF THE EXAMINATIONS POLICY)

1. INTRODUCTION

The School's policy on "access" arrangements is based on the JCQ Document *"Access Arrangements, Reasonable Adjustments and Special Consideration"*, which is published annually. Fundamental to this document is the principle that "Centres should request access arrangements which reflect the candidate's normal way of working and for which there is evidence of need."

2. ASSESSMENT OF NEED AND TIMESCALES

Following this principle the School will assess the needs of its students for access arrangements as and when the need arises. Provided these access arrangements, for example the use of a reader, a scribe or a word processor, are or become part of the student's *"normal way of working"* the School will apply for such arrangements to be permitted during public examinations. Such applications will be made, at the latest, by the published dates as stated in the JCQ document, after which time no applications will be permitted, except those for temporary conditions or exceptional circumstances.

3. DEADLINES FOR REQUESTS FOR CONSIDERATION

To ensure that we are able to meet the correct deadlines in applying for access arrangements, parents should ensure that we have received any requests for consideration, as well as any relevant supporting evidence, by the following dates at the latest each academic year:

For November Examination Session:	***15th September***
For January Examination Session:	***1st October***
For June GCSE or IB Examination Session:	***1st February***
For June GCE Examination Session:	***1st March***

4. APPLICATION OF POLICIES RE SPECIAL ARRANGEMENTS

Where students need special arrangements in order to access their external examinations, the following policies will be applied:

4.1 Where the reasons for applying for access arrangements relate to Special Educational Needs, a relevant and up-to-date report is always required. This may be written by a specialist teacher within the Support for Learning Department or by a private Educational Psychologist. In order to apply successfully for special arrangements, Felsted School needs to satisfy itself that the recommendations made are in accordance with the student's 'normal way of working', as the examination boards will reject the request if we cannot verify that this is the case. Therefore, it should be noted that the existence of an Educational Psychologist's report does not automatically mean that its recommendations will be followed, as there may be occasions when it will not be in the individual student's best interests to work in a way to which he or she is unaccustomed. Where there is any doubt as to whether an Educational Psychologist's recommendation is in a student's best interests given their normal way of working, Felsted School will carry out its own additional assessments before applying for special arrangements and must reserve the right to overrule the recommendations made where the balance of evidence strongly suggests that it is appropriate to do so.

4.2 Where the reasons for applying for access arrangements are medical, a Doctor's report will always be required before the application for special arrangements can be submitted.

4.3 Where a separate venue and hence a separate invigilator is required, Felsted School will reserve the right to charge parents for the cost of employing an additional invigilator and hire of the venue

4.4. A student who is granted permission to word-process their examinations will do so in the Computer Centre (or in a separate venue if they have other exam dispensation needs), subject to the rules on the necessary distance between candidates being enforceable.

4.5 A student who is granted permission to read aloud must be accommodated in a separate venue. Granting this facility is at our discretion and depends on a suitable venue being available.

4.6 A student who is granted permission to have a reader or a scribe will usually be accommodated in a separate venue. If two or more students need an occasional reader simultaneously, they may be provided with a single reader in a single separate venue.

4.7 A student who needs a prompter will be accommodated in the main examination venue unless the student's specific educational needs make this impractical. One invigilator within the main venue will be assigned to prompt the student when required.

4.8 On occasion, the rules may prevent special arrangements such as those outlined in points 4-7 from being applied because they would affect the integrity of the assessment (eg Language orals and Listening examinations). It must be accepted that any special arrangements that are put in place will not apply on occasions when putting such arrangements in place would either adversely affect Felsted School's ability to carry out the examination under the correct conditions, or in practice act as more of a hindrance than a help to the student in question.

4.9 On occasion, a student may wish to ask for an agreed access facility to be withdrawn by mutual agreement.

i) A student may state at the start of or during any examination that he or she is not going to use the facility for the remainder of the *single* examination. The assistant in question will check that the student is certain about this, and then leave.

ii) A student may request in advance in writing that the facility is removed from *certain specified* examinations in any given examination season.
In cases i) and ii), this will not affect arrangements agreed for other examinations, but once the facility is withdrawn from the specified examinations, it will not be possible to reinstate it for those examinations.

iii) A student may request in writing that the facility is removed from *all* of his or her examinations in any given examination season. In this situation, it will not be possible to reinstate the facility at a later date, unless the facility is reapplied for within the correct time limits.

APPENDIX 2

EMPLOYMENT AND DEPLOYMENT OF EXAMINATION INVIGILATORS AT FELSTED POLICY

(FORMS PART OF THE EXAMINATIONS POLICY)

1. CATEGORIES OF INVIGILATOR AND VENUES

For the purposes of this policy, examination invigilators are in three categories:

A) Existing Felsted teaching staff or SfL assistants
B) Other existing Felsted employees who have decided to take on invigilation as an additional duty
C) Those employed solely as examination invigilators

For the purposes of this policy:

- The primary venue is the day's designated main examination venue, which will be directly supervised by the Examinations Officer, though he or she may not be present at all times.
- A secondary venue is a venue which may be in use for additional groups of students owing to specific and previously agreed learning needs (eg the use of word processor, scribe, reader etc), temporary or permanent medical conditions, insufficient room in the main venue, or the specific nature of the exam (eg an MFL oral or listening exam).

2. RECRUITMENT PROCEDURES

2.1 Safer Recruitment guidelines will be followed during face to face or telephone interviews for Category B or face to face interviews for Category C invigilation posts. This will include making the potential invigilator aware of mandatory checks that need to take place. Following the interview, an invigilator may be immediately invited to join our 'bank of available invigilators', subject to all subsequent checks being satisfactory.

2.2 As per the guidelines, we will apply for a DBS check for all those employed as examination invigilators at Felsted School, unless a DBS check is already in place for current staff. The paperwork for this together with all other mandatory employment checks will be processed and submitted as soon as possible after the decision to employ as an invigilator is verbally agreed.

3. ALLOCATION OF INVIGILATION DUTIES TO INVIGILATORS IN CATEGORY A

3.1 There are no automatic restrictions on the nature of the invigilation duties that may be allocated to invigilators in Category A. That said, there may be occasions when a student's specific learning needs or medical situation requires a specialist invigilator (eg when a student requires a scribe). In such situations, the best available person for the role in question will always be used.

4. ALLOCATION OF INVIGILATION DUTIES TO INVIGILATORS IN CATEGORIES B AND C

4.1 Invigilators in these categories will be asked to report on arrival to the primary venue, allowing their effective deployment by the Examinations Officer at the start of their shift.

4.2 As a preference, they will be allocated duties in the primary venue whenever possible, though the specific staffing needs on any given day may dictate that they are sometimes assigned for a period of time or even a whole shift to a secondary venue. Given the regular additional presence of the Examinations Officer, the invigilator may if necessary be the sole invigilator in the primary venue, subject to this meeting JCQ invigilation rules.

4.3 If being assigned to a secondary venue:

i) They will always report to the primary venue at the start and end of their shift, and at any other time requested by the Examinations Officer, ensuring that they remain nominally under the supervision of the Examinations Officer at all times;

ii) If assigned to a venue where student(s) are in individual rooms, they may be given the duty of running that venue from a central location;

Additionally, **if and only if Felsted School holds a satisfactory DBS check for the invigilator in question**:

iii) He or she may be deployed as the sole invigilator to a secondary venue where more than one student will be in the same room, subject to JCQ invigilation rules on sole invigilators.

iv) He or she may be given the duty of supervising students with examination clashes in the Teaching Staff Common Room or other publicly accessible venue.

5. USE OF INVIGILATORS WITH PENDING DBS CHECKS

Ideally, no invigilator would ever be used until such a time as we were in possession of a DBS check. However, the length of time that it sometimes takes for DBS checks to be returned may occasionally mean that it is unavoidable for invigilators to commence their duties whilst the DBS check has been applied for but is still pending. In such circumstances, in addition to the procedures noted in 3 and 4:

5.1 The invigilator will not be used as a sole invigilator in anywhere other than the main venue, where the examinations officer will be in and out of regular attendance, and will not be used as sole invigilator in the main venue for an exam involving only one student.

5.2 The invigilator will never be placed in a temporary one to one situation with a student during the course of any exam (eg if a student requests a trip to the toilet or is taken mildly unwell), and will instead be instructed to use the emergency mobile telephone to summon assistance if no-one currently DBS checked is present – with the exception of genuine medical emergencies when the need to act quickly may sensibly override what would in less urgent circumstances be normal good practice.

5.3 The invigilator should not wander freely around the school during their scheduled breaks, though may proceed directly to and from the LRH for refreshments and relaxation.

APPENDIX 3

EXAMS CONTINGENCY POLICY
(FORMS PART OF THE EXAMINATIONS POLICY)

Introduction

To highlight and avert possible disruption while ensuring consistency and effective response in the event of major disruption during the examination season such as widespread illness, travel disruption, bad weather or power failure.

Implementing the plan will safeguard the interest of candidates while maintaining the integrity of the examination system.

Contents

1. Contingency Planning
2. Long Term Absence of the Exams officer
3. National Incident
4. Disruption in the distribution of examination papers
5. Failure of IT systems
6. Assessment evidence is not available to be marked
7. School is unable to open as normal during the examination period
8. Candidates unable to take examinations because of disruption
9. Specific Bad Weather Contingency Plan
10. Disruption to the transportation of completed examination scripts
11. Centre unable to distribute results as normal

1. Contingency Planning

Schools should prepare plans for any disruption to examinations as part of their general emergency planning while ensuring that the relevant staff are familiar with these plans. This is the responsibility of the Headmaster, Leadership team and the Examinations Officer. If the Headmaster decides to close the School they will immediately inform the relevant awarding bodies to discuss alternative arrangements procedure.

It is the Headmaster's responsibility to ensure that parents/carers are kept informed of any decisions by issuing notifications on the School website and/or sending out text messages.

2. Long Term Absence of the Exams officer

The Headmaster and Leadership team are to ensure that trained, knowledgeable staff are available to keep the exams office running without incurring late fees and disadvantaging students.

If the need arises there should be a trained Exams Assistant to administer examinations in the absence of the Examinations Officer.

Where exams are already up-and-running and the majority of preparatory administrative work has been completed in advance a trained Exams Assistant could be put in place to administer examinations.

3. National Incident

The School will take advice from JCQ and the Awarding Bodies concerned and act accordingly, keeping Parents and candidates informed. Parents/Candidates should check the School website for up to date information and statements from the Headmaster.

4. Disruption in the distribution of examination papers

If there is a disruption to the distribution of examination papers to centres in advance of examinations the School will contact the awarding organisations who should be able to provide the School with electronic access to examination papers via a secure external network.

The Examinations Officer/Headmaster will ensure that all copies of exam papers received are stored under secure conditions at all times.

Alternatively, the awarding organisations can source alternative couriers for delivery of hardcopies of examination papers to the School.

5. Failure of IT systems

The Examinations Officer, in consultation with Senior staff, will make entries from another venue direct to the Awarding Bodies.

At all times during the system failure the Exams Officer will liaise with the Awarding Body to minimise disruption and costs incurred.

6. Assessment evidence is not available to be marked

Large scale damage to completed examination scripts/assessment before it can be marked.

Recommended Action - Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate's achievement as defined by the awarding organisations

7. School is unable to open as normal during the examination period

If possible, the School will remain open for examinations and examination candidates only. If the School is unable to open for examinations for any reason, the Examinations Officer will inform each awarding body where examinations are due to be taken as soon as is possible.

The responsibility for deciding whether it is safe for the School to open lies with the Head. The Head is responsible for taking advice, or following instructions from relevant awarding Examinations Bodies in deciding whether the School is able to open.

Alternatively, the School may use other venues in agreement with relevant awarding bodies (e.g. share facilities with other centres or use other public buildings, if possible). The Headmaster/Leadership team are to advise the Exams officer in good time of the full postal address of any alternative site which will affect the full cohort. This will enable the Exams officer to submit the information to all the relevant Awarding Bodies.

The School may be able to offer an opportunity to sit any examinations missed at the next available series. The School may also apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

8. Candidates unable to take examinations because of a disruption

If candidates are unable to attend School to take examinations as normal, the School will liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.

Alternatively, the School can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

9. Specific Bad Weather Contingency Plan

When possible, the School will remain open for examinations and examination candidates only. The Head would recruit a group of School staff who live on site or locally and can walk in on bad weather days in order to operate timetabled examinations. Staff will be contacted by email/text when necessary.

The school shall notify parents/carers of the situation by issuing notifications on the School website/text/email.

Where a pupil misses an exam because of bad weather the School will discuss their circumstances with the relevant awarding bodies. The action to be taken will aim to safeguard the interests of candidates whilst also maintaining the integrity of the exams.

10. Disruption to the transportation of completed examination scripts

In the first instance the school will seek instructions from awarding exam bodies and the normal collection agency on how completed exam material should be stored.

The school will ensure secure storage at all times of completed examination scripts until collection.

11. Centre Unable to Distribute Results as normal

Schools are unable to access or manage the distribution of results to candidates, or to facilitate post results services. Recommended actions - contact awarding organisations about alternative options and make arrangements to access its results at an alternative site.

APPENDIX 4

NON-EXAMINATION ASSESSMENT POLICY
(FORMS PART OF THE EXAMINATIONS POLICY)

1. Introduction

This Policy sets out the procedure and criteria for the non-examination assessment process in Felsted Senior School ("the School") covering staff responsibilities, risk management and appeals procedures.

2. Outlining staff responsibilities - GCSE controlled assessments

2.1 Senior leadership team

- Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

- At the end of the previous academic year, coordinate with heads of department/subject to schedule non-examination assessments. (It is advisable that non-examination assessments are spread throughout the academic years of Key Stage 4.)

- Map overall resource management requirements for the academic year. As part of this resolve:

    - clashes/problems over the timing or operation of non-examined assessments;
    - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);

- Ensure that all staff involved have a calendar of events.

- Create, publish and update an internal appeals policy for non-examination assessments, **see item 4 in this document**.

2.2 Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.

- Supply to the exams office details of all unit codes for non-examination assessments.

- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.

- Ensure that individual teachers fully understand their responsibilities with regard to non-examination assessment.

- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.

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

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.

- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.

- Submit marks of internally assessed components to the awarding body by the published deadline, keeping a record of the marks awarded.

- Retain candidates' work securely between assessment sessions (if more than one).

- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

2.3 Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting non-examination assessments*.

- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

- Mark internally assessed components using the mark scheme provided by the awarding body.

- Retain candidates' work securely between assessment sessions (if more than one).

- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

2.4 Exams office staff

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

- Download and distribute marksheets for teaching staff to use.

- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where non-examination assessments can be carried out at the direction of the senior leadership team.

2.5 Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.

Work with teaching staff to ensure requirements for support staff are met.

3. Risk Management Process

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HoDs/ICT Staff
Teaching staff unable to access task details	Test secure access rights ahead of non-examination assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the non-examination assessment schedule	Teachers/HoDs/ Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoDs
Candidates absent for all or part of assessment (various reasons) and alternative session cannot be planned due to nature of assessment		Immediately contact awarding body to ask for assistance	HoD/Exams Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	**Action**	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Teachers/HoDs
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	
Teaching staff do not understand that the supervision of non-examination assessments is their responsibility	Ensure teaching staff fully understand the nature of non-examination assessments and their role in supervising assessments		Teachers/HoDs
A suitable supervisor has not been arranged for an assessment where teaching staff are **not** supervising	A suitable supervisor must be arranged for any non-examination assessment session where a teacher is not supervising, in line with the awarding body's specification		Teachers/HoDs

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HoDs/Exams Officer
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoDs/Exams Officer
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	HoDs/Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HoDs/Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	HoDs/Exams Officer

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	HoDs/Exams Officer
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	HoDs/Exams Officer
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Teachers/HoDs
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Teachers/HoDs

Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	**Action**	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practising of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	HoDs/Exams Officer
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HoDs/Exams Officer

4. Appeals against internally assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

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

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

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark to be submitted to the awarding body.

1. Appeals should be made as early as possible in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body.

2. Appeals **must** be made in writing.

3. The Head of Centre will appoint a senior member of staff, e.g. an Assistant Head or a Deputy Head, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.

4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.

5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.

6. The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

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