



**Managing Examinations Policy**

### 1.0 Introduction:

This policy has been written in line with the guidance from JCQ: General Regulations for Approved Centres which is regularly updated - <https://www.jcq.org.uk/exams-office/general-regulations> and in accordance with guidelines published by the DfE - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted - <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted> . This document sets out the policy and associated practice to ensure all pupils have access and appropriate support to sit internal and externally set examinations. In addition to the general regulations this policy includes the following:

- Disability and Accessibility Arrangements
- Procedure for the emergency evacuation of the exam room
- Examination contingency plan
- Internal Appeals Procedure
- Procedure for planning and managing non-examination assessments, including staff responsibilities and risk management

We pride ourselves on providing an inclusive, supportive and positive learning environment. Therefore, we recognise that either needing support for an internally or externally set examination should not be a barrier to full and active engagement in examinations. All examinations are administered in accordance with the JCQ Instructions for Conducting Exams: ['ICE' – Instructions for conducting examinations - JCQ Joint Council for Qualifications](#)

#### 1.01 Examinations Team and Responsibilities

It is the responsibility of everyone involved in the centre's examinations process to read, understand and implement this policy. Members of staff involved with examinations should be fully conversant with all JCQ regulations and are recommended to consult the relevant documents. To ensure internally and externally set examinations are carried out in accordance with JCQ Guidelines and meets the statutory responsibilities of Examination Centres the school has in place the following Team:

- **Headteacher (Named Head of Centre for Examinations)**
- **Assistant Head for Quality of Education Achievement (oversight of KS4)**
- **KS5 Leaders (oversight of KS5 Examinations)**
- **Exams Officer**
- **Exams and Data Assistant**
- **Data Operations Manager**
- **SENDCo (oversight of Health and Care Plans and associated access arrangements)**
- **Amelia Resource Provision Leader (oversight of Health and Care Plans and associated access arrangements)**
- **Year Leader and Assistant Year Leader (day-to-day contact for pastoral care and support with access to examinations)**
- **Faculty and Subject Leaders (responsible for supplying accurate candidate examination entries)**

### 1.02 Facilities used for Examinations

The school has a number of facilities in place to administer and invigilate examinations. It is the responsibility of the Exams Officer along with the Exams and Data Assistant to ensure all examination rooms are compliant with JCQ requirements for the effective conduct of examinations. Each facility used will display the JCQ Warning to Candidates (Appendix 1) and Unauthorised Items Poster (Appendix 2). Each room used for an examination will have a two-way radio or mobile phone on silent for use by an invigilator; this allows for direct communication with the Examinations Team.

### 2.0 Examination Responsibilities

Although there are a number of members of staff within the Examinations Team, the core team includes the Exams Officer, supported by the Exams and Data Assistant with the following delegated responsibilities:

#### 2.01 Exams and Data Assistant - Prime Objectives of the Post

- To provide clerical, administrative and organisational support to the Exams Officer and Data Operations Manager to ensure current legislation and procedures are adhered to with regard to exams and data processing.
- Assist with the planning, development and monitoring of examinations and management of associated support staff, including co-ordination and delegation of relevant activities.
- Assist with target setting and data processing systems to ensure effective reporting to include but not be limited to parents, Governors and members of staff

#### Supervisory/Managerial Responsibilities

##### Supervision and Guidance

- To work under the guidance of the member of the Senior Leadership Team with delegated responsibility; teaching/senior staff and within an agreed system of supervision.

#### 2.02 Exams Officer – Prime Objectives of the Post

- To be responsible for organising and supervise all examinations, ensuring current legislation and procedures are adhered to.
- Planning, development and monitoring of examinations including assessments and management of associated support staff, including co-ordination and delegation of relevant activities.
- To line manage the organisation and supervision of all external examinations, ensuring current legislation and procedures are adhered to.
- To assist with the downloading of results, both electronic and paper.
- To work with the Data Operation Manager to provide relevant statistics and analysis of examination and assessment results to the Headteacher, Governors, LA and relevant Government department that can be used for target setting, review and as a basis of raising achievement.

#### Supervisory/Managerial Responsibilities

- To take delegated responsibility for the management and development of examinations and line management, recruitment, training and appraisal of examination invigilators and supervision of staff assisting with internal examinations including but not limited to:
- Responsible for communicating, publicising and advising all relevant members of staff on the annual exam timetables, deadlines and application procedures as set by the various examination boards.
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.
- Consults with relevant members of staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.

- Receives checks and stores securely all examination papers and completed scripts.
- Administers access arrangements and makes applications for special consideration using the JCQ Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations.
- Identifies and manages examination timetable clashes.
- Accounts for income and expenditures relating to all examination costs/charges.
- Organises the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of exams.
- Submits candidates' coursework marks, tracks despatches and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the Acting Assistant Head for Quality of Education Achievement or KS5 Leaders any appeals/remark requests before being authorised by the Head of Centre
- Maintains systems and processes to support the timely entry of candidates for their examinations.

### Supervision and Guidance

- Under supervision of senior members of staff but expected to exercise considerable initiative in performing delegated duties, seeking the necessary advice where appropriate.
- Use initiative in the pursuance of school policies, procedures and programmes.

### 2.03 Assistant Headteacher Quality of Education – Achievement

- To manage the downloading and analysis of results, both electronic and paper.
- Provide relevant statistics and analysis of examination and assessment results to the Headteacher, Governors, LA and relevant Government department.
- To provide information to assist SLT in statutory inspection processes and manage the timely and accurate preparation of statutory returns.

### 2.04 Head teacher – Head of Centre

The Headteacher has overall responsibility for the school as an examinations centre and:

- Advises on appeals and re-marks
- Has responsibility for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document Suspected Malpractice in Examinations and Assessments.

Should the Head of Centre be absent, delegated responsibility for running exams will fall to the Deputy Headteacher as detailed in the Head of Centre Declaration and Escalation Process below:

Our school ensures trained, knowledgeable and expert staff are available to ensure exams run smoothly in accordance with JCQ regulations. Staffing structures are planned carefully to ensure there are 'shadows' who can step in and deputise.

Role	Shadow/ Deputy
Head of Centre - Headteacher	Deputy Headteacher
Exams Officer	Data Operations Manager
Exams and Data Assistant	Data Administration Team
Deputy Headteacher	Assistant Headteacher – Quality of Education Achievement
Invigilator	We have a team of trained and experienced invigilators in excess of daily requirements Head of Centre

	Support staff with training
SENCO	Assistant SENCO/Assistant Headteacher, Inclusion

### 2.05 Faculty and Subject Leaders

- Providing evaluative, formative and summative information regarding pupil achievement to the leadership team as required.
- Being responsible for the direction of all examinations and entries across the Faculty in collaboration with Subject Leaders and the Examinations Team.
- Providing guidance to candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Team.
- Notification of access arrangements (as soon as possible after the start of the course).

### 2.06 SENDCo

- Management of access arrangements process.
- Organising the testing of candidates identified as requiring access arrangements.
- Check that the Centre Assessor has the relevant qualifications and obtain copies of the certificates prior to the testing taking place.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course and examination aims.

### 2.07 Pastoral Team

- Check attendance registers and verify the identity of candidates sitting the exam

### 2.08 Conflict of Interest

The Head of Centre asks all staff to declare a conflict of interest. A conflict of interest may include:

- Undertaking marking for any exam boards
- Preparing members of their family for examinations which includes stepfamily, foster family and similar close relationships.

Should the Head of Centre identify a conflict of interest, mitigating measures are put in place which may include separating duties and personnel to ensure fairness. (See Appendix 3)

## 3.0 Invigilators

Invigilators have a significant role in the administering of examinations. The Examinations Team will recruit and train invigilators. The training of invigilators will be to ensure the JCQ Instructions for the Conduct of Examinations is adhered to (Appendix 4 Invigilation Arrangements). The invigilator is the person in the examination room responsible for conducting a particular examination session in the presence of the candidates. Invigilators have a key role in upholding the integrity of the external examination/assessment process.

The role of the invigilator is to ensure that the examination is conducted in accordance with the JCQ Instructions for Conducting Exams to:

- ensure all candidates have an equal opportunity to demonstrate their abilities.
- ensure the security of the examination before, during and after the examination.
- prevent possible candidate malpractice.
- prevent possible administrative failures.

The timed Art examination will be invigilated by an Art and Design teacher. However, as the Art and Design teacher may be required to give technical assistance to an individual candidate, additional invigilators will be deployed at the Head of Centre's discretion to ensure the supervision of candidates is maintained at all times.

In NEA Science Practical examinations, it is essential that a teacher of the subject is present in the examination room at the start of the test (and as necessary after that) to deal with any technical difficulties that may arise, including matters of safety

### 3.01 Separate Invigilation

- Pupils with access arrangements may be invigilated separately. Pupils needing readers with a ratio of 1 to 3 to be separated from pupils requiring scribes who need 1 to 1 invigilation.
- Pupils needing a smaller environment as identified by the SENDCo must also be invigilated separate to other pupils, with a ratio of 1 invigilator to a maximum of 10 Pupils.
- Pupils that turn up to school on examination days with an injury and cannot physically enter the main examination area are to be invigilated separately although every effort will be made to accommodate them in the main examination rooms.

### 4.0 The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the subject leaders and the senior leadership team. The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed. Decisions on whether a candidate should not take an individual subject, or all will be taken in consultation with the candidates, parents/carers, subject teachers and subject leaders.

#### 4.01 Entry policy

Candidates are selected for their exam entries by the Subject Leaders and the subject teachers. All pupils will be entered for examinations in the courses they are following provided that they have attended an acceptable number of lessons and that they have fulfilled the basic coursework requirements. If a pupil does not fulfil either of these requirements, the school reserves the right not to enter them for an examination. In such a case, parents will be notified of this decision and the reasons explained. Prior to such an outcome, the school's monitoring and assessment systems will ensure that pupils who are likely to fall into this category are identified at an early stage to enable discussions to take place between pupils, parents and staff. Candidates, or parents/carers, can request a subject entry, change of level or withdrawal. Requests will be discussed with the Leadership Team and Subject Leaders.

Any other case of a pupil not being entered for an examination would need to be agreed by the pupil, parent, the subject teacher, the Head of Subject and the Year Leader. (Such cases might include excessive workload for specific pupils).

#### 4.02 Exam fees and Late Entries

The centre will pay all normal exam fees on behalf of candidates. Late entry or amendment fees are paid by centre. Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies or where Head of Subject have approved the alterations. Members of staff are asked to bear in mind the very large sums of money that are involved with late entries and amendments. Faculty and Subject leaders should therefore monitor applications for late entries and amendments carefully and proactively borne in mind to avoid departments being financially penalised.



### 4.03 Late entries

- Entry deadlines are circulated to Faculty and Subject Leaders.
- Late entries are authorised by the Examinations Team following consultation by Faculty/Subject Leaders.
- Pupils arriving late on the day of a timetabled examination day will be governed by JCQ instructions. For pupils more than an hour late the Examinations Team will follow examination board procedures and complete necessary forms and make a submission to the examination board with the examination paper.

### 4.04 Charging policy

The school makes no charges for any pupil taking an examination under normal circumstances. However, any pupil missing an examination without an acceptable reason (e.g. illness) may well be charged the examination fee. In the event of exceptional circumstances, it will be at the discretion of the school as to whether a pupil should be charged or not.

The Governors have clearly stated in their charging policy that no pupil is to be disadvantaged by financial circumstances. In such cases, a pupil would not be expected to pay for examinations.

## 5.0 Exam seasons and timetables

Exam seasons

- Internal examinations are scheduled in October & February for Y11 Progress Examinations; November & January for Y13 Progress Examinations; June/July for Year 10 and Year 12 Progress Examinations
- External examinations are scheduled in November for re-sits in English and Mathematics; January for BTEC and Cambridge Nationals and Technicals; May/June/July for KS4 and KS5 Examinations. For those subjects that still have for example a NEA or External Examination Practical Component the dates will be set in agreement with Faculty/Subject Leaders and the Examinations Team
- The timing of internal examinations will be reviewed annually in consultation with and by agreement with the SLT.
- All internal examinations will be held under external examination conditions. Where internal examinations are timetabled in classrooms, invigilators should observe examination conditions as closely as possible.

### 5.01 Timetables

Once confirmed, the Examinations Team will circulate the examination timetables for internal examinations and external examinations. Copies of external examination timetables will also be shared online via the school website.

### 5.02 Special needs and access arrangements

A candidate's special needs requirements are determined by the SENDCo; consultation on individuals may take place with members of the Examinations Team. Members of staff should communicate any concerns they have regarding the access of their pupils to the examinations through consultation with the Faculty or Subject Leader.

The SENDCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination. The SENDCo and/or the Examinations Team can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the examination.

### 5.03 Access arrangements

Making special arrangements for candidates to take examinations is the responsibility of the SENDCo with the support of the Exams team. Submitting completed access arrangement

applications to the awarding bodies is the responsibility of the SENDCo and Exams Officer or Exams and Data Assistant. Rooming for access arrangement candidates will be arranged by the Examinations Team (Appendix 5)

### 5.04 Pupils with Emotional and Behavioural Issues

Where provision for pupils to sit away from the main body of pupils is required, members of staff responsible for those pupils should collect papers from the Examinations Office. All pupils who have been seated in alternate rooms will be informed of this by the exams officer prior to the examination. Papers should be collected fifteen minutes before the start time for the examination. Members of staff supervising exams in alternate rooms should start the examination as close as possible to the agreed start time. Members of staff should confirm that the relevant warning notices are displayed and that an examination clock is visible.

At the end of the examination, papers should be returned immediately to the Examinations Office along with all other materials provided for the examination. Members of staff supporting pupils sitting examinations in alternate venues should not need to enter the main examination room; however, in the event that pupils fail to turn up for their examination one or two members of staff should visit the main exam room to confirm that the missing pupils have not entered the main examination hall erroneously.

### 5.05 Conduct, examination clash candidates and special consideration

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.
- The attendance officer will attempt to contact any candidate who is not present at the start of an examination and the Examinations Team will deal with them in accordance with JCQ guidelines.

### 5.06 Clash candidates

The Examinations Officer along with the Exams and Data Assistant will be responsible as necessary for supervising candidate escorts, identifying a secure venue and arranging any special requirements. JCQ guidelines will be followed at all times in such circumstances.

### 5.07 Special consideration

- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, members of the Examinations Team, or the examination invigilator.
- The candidate must support any special consideration claim with appropriate evidence within three days of the examination, for example a letter from the candidate's doctor.
- The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the examination.

### 5.08 Private Candidates

- Private candidates are not accepted for exams unless they have a prior relationship with school.
- Private candidates are requested to bring photographic identification on the day of their exam to verify their identity prior to entering the exam room.



### 6.0 Emergency Evacuation and Contingency Plans

In the event of the need to invoke emergency evacuation or contingency plans during an examination series the centre will adhere to the published DfE and JCQ guidelines - <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

In such a situation the centre will deal with the emergency in accordance with any instructions from relevant local or national agencies.

In the case of a bomb alert the centre will follow procedure defined in the following:

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>

In such cases the invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (in order to ensure all candidates are present).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken and send to the relevant awarding body.

#### 6.01 Exam disruption

Arrangements for continuing with examination procedures during possible disruption to examinations as part of our emergency planning include the use of facilities at a nearby college or local school if available. If this is not possible and the school is forced to close the centre will discuss alternative arrangements with the relevant awarding bodies.

The centre will follow DfE guidelines - <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>


### 7.0 Coursework and appeals against internal assessments

- Candidates who have to prepare coursework should do so by the deadline published well in advance of the end of the course.
- It is the responsibility of Subject Leaders to ensure all information on deadlines is communicated with pupils, parents and the Examinations Team
- The Examinations Officer will keep a record of Coursework and Internal Assessments
- Marks for all internally assessed work will be submitted to the relevant examination board through their individual procedures by the deadlines published

### 7.01 Notification of Award of Marks

A letter is written by the Head of Centre and issued annually to parents of pupils sitting examinations that year; the letter will inform parents about the JCQ regulation "Notification of Award of Marks". This is a regulation established by the national examination body, the Joint Council for Qualifications (JCQ); it is one that applies to all schools and academies responsible for administering GCSE and GCE examinations. It is a system that requires schools and academies to formally inform pupils of the raw mark they have received in examination assessments for the summer series of examinations.

All pupils sitting internally assessed examination work will receive notice from subjects that have internally assessed examination components, for example coursework completed in Art, Design Technology and so on. They should receive a slip of paper that will look like the following:

		<b>Notification of Award of Marks</b>	
Pupil name		Subject	Art
Component	Coursework	Controlled Assessment	
Mark			
Teacher		Date	

The raw mark given will not be an indication of the GCSE or GCE grade they will achieve in the summer as examination boards convert raw marks to grades once all marks are received at the end of the examination series. If a candidate or their parents choose to appeal the raw mark they have been given, they have five school days in which to do so, in writing to the Examinations Officer. After the five day period, a member of the Senior Leadership Team in school will review the marks awarded against the rank order for that subject to make a final decision on the award of the raw mark; once again, there will be no indication of a potential grade as the examination boards weight components differently and convert the raw marks to a grade once the examination period is over. Once this review has taken place, a letter of notification of the outcome will be issued.

### 8.0 Results

- Candidates will receive individual results slips on results day at the centre.
- Arrangements for the school to be open on results day are made by the Examinations Team in conjunction with the site management teams.
- The provision of members of staff on results day is the responsibility of the Examinations Officer

### 8.01 Remarks

- Subject leaders can apply for remarks of examinations where the results are considered to be possibly erroneous and must seek the permission of the candidate prior to notifying the relevant member of the Examinations Team of the request for a remark.
- Candidates may also request remarks of examinations and should make their request to the Examination Officer. Candidates should be aware that whilst remarks can indeed result in an improvement in their mark they may also result in no change to the result or even a



lower grade or mark. Candidates should first request a remark via the subject area. Where remarks are endorsed by the subject area, any fee levied will be honoured by the school.

- If candidates who request a remark fail to obtain the endorsement of the subject area the fee will be charged up front to the candidate.

### **8.02 Access to Scripts**

- After the release of results, candidates and members of staff may ask to request the return of papers.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- GCSE re-marks cannot be applied for once a script has been returned

## Appendix 1 – Warning to Candidates



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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### Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material is **not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

## Appendix 2 – Unauthorised Items



AQA

City & Guilds

CCEA

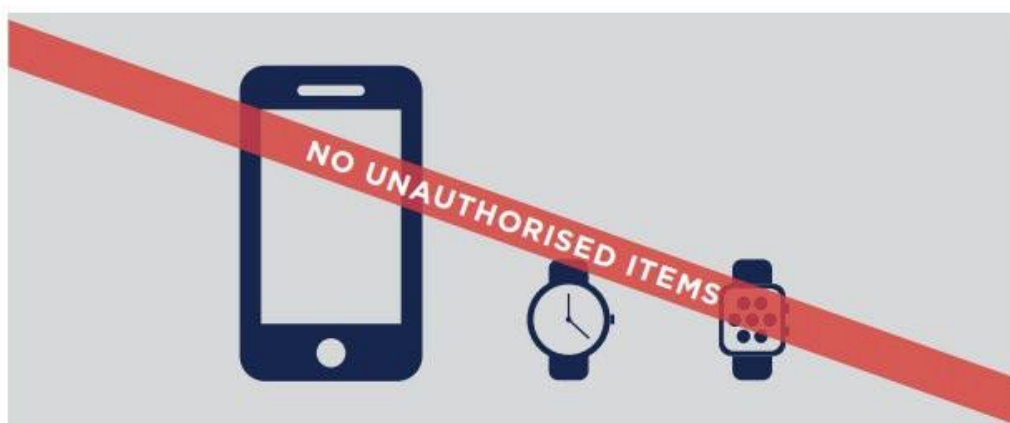
OCR

Pearson

WJEC

# NO MOBILE PHONES NO WATCHES

NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone  
or any watch, is a serious offence and could result in

# DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

## **Appendix 3 - Conflict of Interest**

### **Introduction**

Titus Salt School manages conflicts of interest in accordance with the JCQ General Regulations for Approved Centres (section 5.3). Roles and responsibilities for normal delivery arrangements are detailed in the Managing Exams Policy to ensure that awarding bodies are informed (where required) of any relevant conflict declared by members of centre staff and records are maintained that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries.

Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address any changes of delivery in Summer 2023

### **Purpose of the policy**

The purpose of this policy is to protect staff and students and the integrity of Titus Salt School as an exams centre. Any assessor or other member of staff involved in any way with internal assessments or exam processes must declare any conflict(s) of interest in this regard.

### **General principles**

A process is in place to collect any declaration of personal interest from all staff involved in the arrangements for examinations annually and to manage any potential conflicts of interest.

*Where reference is made to candidates, this includes any private candidates accepted by the centre*

### **Declaration process**

- A Declaration of *Personal Interest form* will be sent by the Headteacher by email to all centre staff involved in the process
- Staff will be required to
  - confirm their understanding of what a personal interest in a candidate relates to
  - (where applicable) declare no personal interest in any candidate
  - (where applicable) declare a personal interest in a candidate and identify their role(s) in the arrangements
  - confirm awareness of the need to maintain the confidentiality of the grades and endorsements determined by the centre
  - return the completed declaration to the Headteacher by email or hard copy

### **Managing conflicts of interest**

A Conflict of Interest log will be maintained annually to record any potential conflicts of interest declared by centre staff

- The log will record the nature of potential conflict and a decision by the Headteacher, if this is deemed a potential risk to the integrity of the centre's assessments



- (where applicable) The log will record appropriate additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals, carefully considering the need if to separate duties and personnel.

Individual awarding body instruction/guidance will be followed if there is any change (to their normal procedures for informing of conflicts of interest).

## Declaration of Personal Interest form

Your name		Your job role(s)	
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This completed form must be returned to the Headteacher by email

Confirm your understanding: (Please tick the box to confirm a statement)

- ☐ I understand that a personal interest relates to a candidate who is a member of my family (which includes stepfamily, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)
- ☐ I also understand that a personal interest may also relate to any member of centre staff (who has been entered for a qualification at this centre as a last resort where the member of centre staff is unable to find another centre) for whom a teacher assessed grade will be determined

You must declare all statements that apply to you: (Please tick the box to confirm a statement)

- ☐ I have no personal interest in a candidate to declare
- ☐ I declare a personal interest in a candidate who is part of a class or cohort for whom I will be:
  - ☐ Determining teacher assessed grades including consideration of evidence and how that evidence informs these grades in accordance with our Centre Policy
  - ☐ Keeping records of any discussions with candidates around the evidence on which grades will be based
  - ☐ Producing assessment records that explain the determination of the final teacher assessed grades
  - ☐ Safely retaining copies of candidates' work and any mark records
  - ☐ Completing a Head of Department Checklist/declaration before submitting subject outcomes for internal standardisation
  - ☐ Involved in the internal quality assurance processes that are in place
  - ☐ Collating grades for all classes/cohorts in preparation for submission to the awarding body/bodies
  - ☐ Inputting grades through the awarding body/bodies grade submission system/systems
  - ☐ Completing the Head of Centre declaration(s) to finalise the submission of grades
  - ☐ Involved in reviews of centre processes and the appeals process

(Where more than one related person, please complete a separate form)

Name of related person (the candidate)			
Candidate number		Relationship to me	

Qualification(s) details	Awarding body	Subject code	Subject title

### Signature to confirm declaration:

*By signing here, I am also confirming I am aware of the need to maintain the confidentiality of the grades and endorsements determined by the centre which must not be given to candidates or parents/carers before the issue of results by the awarding bodies*

### Date declaration form completed and signed:

You will be informed of any additional controls put in place that directly affect you/your role to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals

**This record will be retained until the published deadline for appeals has passed or until any on-going appeal, malpractice investigation or other results enquiry has been completed, whichever is later**

## Conflicts of Interest log – Summer 2022

Date recorded	Staff name & role(s)
Nature of potential conflict	
Deemed a potential risk	Yes / No
Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals	

Date recorded	Staff name & role(s)
Nature of potential conflict	
Deemed a potential risk	Yes / No
Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals	

Date recorded	Staff name & role(s)
Nature of potential conflict	
Deemed a potential risk	Yes / No

Additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and/or to ensure fairness in later process reviews and appeals

**This record will be retained until the published deadline for appeals has passed or until any on-going appeal, malpractice investigation or other results enquiry has been completed, whichever is later**

### Appendix 4 -Invigilator Arrangements

#### Invigilation arrangements

Invigilators are the people in examination rooms responsible for conducting examinations in the presence of the candidates. CCTV cannot be used for the purposes of invigilation. Invigilators have a key role in upholding the integrity of the external examination/ assessment process. The role of the invigilator is to ensure that the examination is conducted according to these *Instructions* in order to:

- ensure all candidates have an equal opportunity to demonstrate their abilities.
- ensure the security of the examination materials before, during and after the examination.
- prevent possible candidate malpractice.
- prevent possible administrative failures.

Centres must make sure that invigilators know what is expected of them. Invigilators must be made aware of the *Checklist for invigilators (for written examinations)*:

<https://www.jcq.org.uk/exams-office/ice-instructions-for-conducting-examinations/jcq-invigilator-checklist-2/>

A training session must be held for any new invigilators and those facilitating an access arrangement for a candidate under examination conditions. An update meeting must be held for the existing invigilation team so that they are aware of any changes.

A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and 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.

When contracting supply staff to act as invigilators the head of centre must ensure that such persons are competent and fully trained, understanding what is and what is not permissible. An assurance from a recruitment agency, for example, would not on its own be sufficient.

An invigilator must be asked to declare whether they have invigilated previously and whether they have any current maladministration/malpractice sanctions applied to them. This will allow the head of centre to be satisfied that the person is a competent invigilator of examinations. As good practice, centres should consider devising a standard template which each invigilator is required to complete.

The head of centre, a senior member of centre staff, such as an Assistant Headteacher, or the Exams Officer must:

- ensure that this document is available to invigilators in the main examination hall/room(s) as a printed paper copy or as an electronic copy accessible via a laptop or tablet
- ensure that the examination is conducted as follows:
  - at least one invigilator must be present for each group of 30 candidates or fewer sitting timetabled written examinations.



- at least one invigilator must be present for each group of 20 candidates or fewer sitting timed Art examinations, timetabled NEA Science practical examinations or WJEC GCE A2 Science practical examinations.
- invigilators may be changed during the examination, as long as the number of invigilators present in the examination room does not fall below the required number
- when one invigilator is present, they must be able to get help easily, without leaving the examination room and without disturbing the candidates. An invigilator is only allowed a mobile phone in the examination room for this specific purpose. The mobile phone must be kept on silent mode.

This will also apply where the invigilator is additionally acting as a practical assistant, a reader and/or a scribe;

- ensure that all invigilators are suitably qualified and experienced adults who must not be current students at the centre. Although centres may decide who is suitably qualified and experienced, any relative, friend or peer of a candidate in the examination room must not be the sole invigilator.
- ensure that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during the examination.
- keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them 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 deadlines for GCE and GCSE examinations are stated in the JCQ publication: *Post-Results Services, Information and guidance to centres*:  
<http://www.jcq.org.uk/exams-office/post-results-services>

Invigilators must:

- be familiar with these Instructions.
- give all their attention to conducting the examination properly.
- always be able to see each candidate in the examination room.
- be familiar with the JCQ Warning to candidates and the JCQ Unauthorised items poster, (see Appendices 1 and 2) and any specific instructions relating to the subject(s) being examined.
- inform the exams officer or head of centre if they are suspicious about the security of the examination papers. (In such cases, the head of centre must inform the awarding body immediately and send JCQ Form M2b within 7 days of the suspicion arising.)

Invigilators must not carry out any other non-examination related tasks in the examination room. This also extends to reading the question paper.

## **Appendix 5 – Access Arrangements**

### **Purpose of the policy**

The purpose of this policy is to confirm that Titus Salt School has a written record which clearly shows the centre is leading on the access arrangement process and recognises its duty to disabled candidates and those with special educational needs. This policy is reviewed annually to ensure processes are carried out in accordance with the current JCQ Access Arrangements and Reasonable adjustments guidance [Regulations and Guidance - JCQ Joint Council for Qualifications](#)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication adjustments for candidates with disabilities and learning difficulties.

### **General principles**

The principles for us to consider are detailed in the JCQ Access Arrangements and special considerations guidance. These include:

- The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidates.
- The SENCo must ensure that proposed access arrangement / reasonable adjustment does not unfairly disadvantage or advantage a candidate.
- Access Arrangements / reasonable adjustments should be processed at the start of the course.
- Arrangements must always be approved and processed before an examination or assessment.
- The arrangements put in place must reflect the support given to the candidate in the centre.
- The candidate must have had appropriate opportunities to practice using the access arrangement/reasonable adjustment before their first examination.

### **The assessment process**

- Assessments are carried out by an assessor appointed by the school. Qualifications and certificates are requested for the assessor prior to the assessments taking place and checked against current JCQ requirements. This process is carried out prior to the assessor undertaking any assessment of a candidate. Copies of qualifications and certificates are held in the Examinations Policy File.

## **What are access arrangements and reasonable adjustments?**

### **Access arrangements**

- Access arrangements are agreed before an assessment or examination. They allow a candidate with specific needs such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know without changing

the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principle way in which awarding bodies comply with the duty under the Equality Act\* 2010 to make 'reasonable adjustments'.

### Reasonable adjustments

- The Equality Act 2010\* requires The Equality Act 2010\* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:
  - the needs of the disabled candidate;
  - the effectiveness of the adjustment;
  - the cost of the adjustment; **and**
  - the likely impact of the adjustment upon the candidate and other candidates.
- An adjustment will not be approved if it:
  - involves unreasonable costs to the awarding body.
  - involves unreasonable timeframes; **or**
  - affects the security and integrity of the assessment.
- This is because the adjustment is not 'reasonable'. ([AA](#), Definitions)
- \*References to legislation are to the Equality Act 2010.

### Process for the assessment of a candidate's learning difficulties

The correct procedures are followed as in Chapter 7 of the JCQ publication (See AA 7.3)

The SENCo and assessors working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated. The range of learning difficulties is extensive: some of the implications for assessment are not always obvious. Candidates must therefore be assessed by an assessor (see JCQ 7.3.3 and 7.3.4). This ensures that the access arrangements / reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage.

Identification of requiring exam screening by an assessor is through a diagnosis of a learning need or disability. Before the candidate's assessment, the SENCo must

provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. A round robin to teaching staff may be conducted to gather evidence for completion of Form 8. All of the evidence is reviewed by the independent assessor before they come into school as well as access arrangements / reasonable adjustments being discussed with the SENCo. The independent assessor is approved by the head of centre.

During exam screening at school the assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance. The assessor personally conducts the assessments which are relevant to support the application. The assessor securely keeps all of the original candidate paperwork from the assessment as per JCQ requirements.

### **Pictures of need/normal way of working**

Information will be collated at our centre so that we can paint a 'holistic picture of need' and gather evidence to demonstrate a candidate's normal way of working. The SENCo and assessor work together to ensure a joined-up and consistent process. Following exam screening at the end of Year 9 candidates will routinely follow any awarded exam concessions during all internal progress examinations as well as external examinations. All candidates are assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8. (AA 7.5)

### **Processing access arrangements and adjustments**

Following the assessor visit at school and exam screening a meeting will be held in school with SENCo, SEND Admin and Exams Officer to process the access arrangements and adjustments. Access arrangements online is the programme that is used in the meeting to process the outcomes, and this is a tool provided by JCQ member awarding bodies for centres to apply for approval of access arrangement for qualifications. A single application for approval is required for each candidate regardless of the awarding body used and the Exams Officer conducts this process. Details records are kept in school of the candidate's approval application, appropriate evidence of need (where required) and a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service. (AA 8.6)

### **Centre specific criteria for particular arrangements/adjustments**

#### **Word Processors**

An exam candidate may be approved the use of a word processor where appropriate following guidance in the Titus Salt School word processor policy (**Exams policy**).

### Separate invigilation Policy

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

The decision will be based on:

- Whether the candidate has a **substantial and long-term impairment** which has **an adverse effect; and**
- **The candidate's normal way of working within the centre** (AA 5.16)
- The disability is established within the centre and is known to a form tutor, Year team, SENCo or a Senior member of staff with pastoral responsibility
- Medical evidence obtained from Consultant.

Nervousness, low level anxiety or being worried about exams is not sufficient grounds to separate invigilation within the centre as per JCQ guidelines. Movement breaks and rest breaks can be implemented as an initial supportive measure should evidence support this.

### Dyslexia

Candidates with a dyslexia diagnosis and subsequent dyslexia report will meet the requirements for access arrangement assessing at the end of Year 9.

### Candidate referrals by staff to SENCo

As part of the new SEND referral documentation January 2023, exam screening in a section within the referral form where faculty leaders and / or pastoral leaders may complete should they have a concern either themselves or from within their team. This part of the referral requests information about the pupil under the heading what are your concerns with the pupil? Suggestions include history and current difficulties in the classroom, tests and examinations, describe their normal way of working, what support has already been put in place, any other evidence we can use? The suggestions posed match the evidence and commentary that would need to be provided on a form 8 for an external assessor.