



# Ashmole Trust Examination Policy Document

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## Introduction

The purpose of this policy document is:

- To ensure the planning and management of examinations is conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient examination system with clear guidelines for all relevant staff
- To bring together policies relating to the efficient running of examinations at Ashmole Academy

It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy.

This examination policy will be reviewed annually by the LT member responsible for examinations.

## Examination Responsibilities

### Head Teacher

- Overall responsibility for the school as an examination centre:
- Advises on appeals and reviews of marking.
- Responsible for reporting all suspicions or actual incidents of malpractice in accordance with the JCQ document Suspected Malpractice in Examinations and Assessments.

### Leadership Team

- The relevant member of the Leadership Team (LT) are responsible for managing examinations.
- The LT member with responsibility for examinations will manage the Examinations Coordinator and Clerical Assistant.

### Teachers

- Will notify the SENCO of access arrangements required as soon as possible after the start of the course.
- Will submit candidate names to Heads of Department / LT (Faculty) for entry in public examinations.

### Examinations Coordinator

- Advises the LT, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards.
- Communicates regularly with staff concerning imminent deadlines and events.

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- Instructs and trains invigilators to ensure that the examination regulations are complied with.
  - Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.
  - Consults with teaching staff to ensure that necessary non-examined assessed work is completed on time and in accordance with JCQ guidelines.
  - Receives, checks and stores securely all examination papers and completed scripts.
  - Liaises with the SENCO who 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 expenditure relating to all examination costs/charges.
  - Ensures that examination papers are correct for the examinations concerned.
  - Liaises with the HR Director in organising the recruitment, training and monitoring of a team of examination invigilators responsible for the conduct of examinations.
  - Ensures that invigilators are appropriately timetabled and briefed regularly on examination regulations.
  - Tracks, despatches and stores returned assessment work 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 manages, in consultation with the LT, any appeals/review of marking requests.
  - Maintains systems and processes to support the timely entry of candidates for their examinations.
  - Manages the scanning entry process of all candidates to the different examination venues before the examination begins (including correct uniform/dress).
  - Ensures that relevant Heads of Department/Subject are available at the beginning of the examination.
  - Manages the examination venue including invigilators.
  - Collects examination papers and ensures they are distributed within the examination venue.
  - Constructs relevant seating plans for internal and public examinations.
  - Ensures that signed records of the seating plans, the invigilation arrangements and the centre's copies of the attendance registers for each examination are kept until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
  - Ensures that candidates entitled to access arrangements are identified on seating plans
  - Ensures that examination papers given out are correct for the examination concerned, immediately reporting any issues to the LT member responsible for Examinations.
  - Meets with the senior invigilator each morning and details their duties for the examination session.
  - Instructs invigilators to ensure that the examination papers and necessary equipment are in place and the invigilators check that the papers given out are correct for each candidate.
  - Ensures that there is a copy of the ICE regulations present in the main venues for each examination plus an incident log.
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- 🎬 Books all examination venues after liaison with other users and makes the question papers, other examination stationery and materials available for the invigilators.
  - 🎬 At the end of an examination, ensures that the examination papers are taken back to the Examinations Office, collated and are safely despatched.

## **Human Resources Director/Finance Director**

- 🎬 The Human Resources Director is responsible for securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators. DBS fees for securing such clearance are paid by the centre.
- 🎬 The Finance Director is responsible for setting invigilators' rates of pay.

## **Teachers**

- 🎬 Subject teachers may be on hand in practical examinations in case of any technical difficulties.
- 🎬 Teachers should ensure that students assemble in an orderly fashion while they wait to enter the examination venue and go to their assigned places. They should ensure that the entrance is orderly, that students are silent and where necessary assist the LT member in security monitoring of candidates.
- 🎬 Teachers should assist with the identification of students as they assemble for their examination
- 🎬 At the end of an examination, the teacher should ensure that students disperse in orderly fashion, from the area around the examination venue, especially when other examinations are continuing.
- 🎬 Teachers should ensure student behaviour is good outside the examination room, that students move away quickly and quietly, and that they enter the designated study room or leave the site in an appropriate manner.

## **Leadership Team Year Group & Head of Year**

- 🎬 Will offer guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries.
- 🎬 Will be involved in post results procedures.
- 🎬 Where possible, will attend the start and end of an examination to monitor behaviour and attendance issues that may arise.
- 🎬 Will ensure students are trained in the school's exam procedures

## **Subject Leaders**

- 🎬 Will ensure accurate completion of non- examination assessment submissions in accordance with awarding body deadlines.
- 🎬 Will ensure accurate completion of entry and all other mark sheets and adherence to deadlines as set by the LT member responsible for examinations.
- 🎬 Will be available at the start of an examination to answer queries regarding student entries. The LT (Faculty) may choose to deploy another teacher with relevant experience to carry out this function.
- 🎬 May be called upon to enter the examination room during the course of the examination because a candidate has identified a possible problem which the

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invigilator is unable to resolve, such as a suspected error on the question paper. They may only remove the question paper if they need to check a possible problem with the relevant awarding body. The Examinations Coordinator would be present with them whilst the query is investigated.

## **Learning Mentors (Pastoral)**

- Where possible, will attend the start and end of an examination to monitor behaviour and attendance issues that may arise.
- Will ensure that a register has been taken and absent students contacted.

## **Invigilators**

### **The Senior Invigilator will:**

- Direct other invigilators; a senior invigilator will be present for all examinations.
- Report any incidents or concerns to the Examinations Coordinator or to the LT member in charge of Examinations.
- Meet with a member of the examinations team before the examination to be briefed on any relevant information

### **Invigilators will:**

- Record any breaches of examination regulations or discipline in the 'Examination Incident' record which will be checked daily by the Examinations Coordinator or LT member responsible for examinations.
- Ensure that the examination is conducted according to the awarding body regulations.
- Deal with any queries that arise in relation to the organisation of the examination e.g. the distribution and collection of papers and materials.
- Lay out seating cards and examination papers, checking that desks are free from graffiti.
- Ensure that they are aware of the duration of the examinations and of any special conditions that apply.
- Ensure that the centre number and other relevant information is written on the board.
- Check that the papers being given out are correct for the examination concerned, reporting immediately any issues to the Examinations Coordinator.
- Ensure that students conform to examination regulations, reporting any breaches immediately to the Examinations Coordinator. Any such breaches should be recorded in the 'Examination Incident' record.
- Respond to questions regarding the conduct and organisation of the exam, referring to the Examinations Coordinator if required.
- Complete registers ensuring that pastoral staff are aware of absences.
- Record the names and start and end times of late candidates.
- Collect answer scripts in candidate number order.
- Collect question papers and seating cards, checking examination desks for graffiti.
- Assist the designated teacher in ensuring an orderly dismissal from the examination.
- Ensure that all examination material is taken securely to the Examinations Office.



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## Candidates

- On receipt of a statement of entry, will confirm that entries made on their behalf are correct.
- Should understand non-examination assessment regulations and sign a declaration that authenticates the work as their own.
- Will have read the “Examination Handbook for Students” which all candidates will have received, along with the Information for Candidates documents referred to in that document. They will be expected to have understood and adhere to the guidance in these documents.

## Administrative/Reception Staff

- Will ensure adherence to the guidance on the Administration of Secure Materials guidelines outlined later in this policy document.
- Will despatch examination papers as required

## Site Manager

- In consultation with the Examinations Coordinator or LT member responsible for Exams, will ensure that the examination venue/s is/are set up in line with the seating plans provided in each examination session

## Child Protection and Safeguarding

All staff members, including invigilators, who are involved in the organisation and conduct of exams are trained in child protection and safeguarding. Such training is renewed on an annual basis.

Staff are required to have read and abide by the school’s Child Protection and Safeguarding Policies.

All invigilators will have undergone appropriate Disclosure and Barring Service checks before they undertake their role, and certainly prior to them being allowed to work on a one to one basis with students. They will also be required to declare any maladministration/ malpractice sanctions applied to them before they can be accepted in their role.

## The Statutory Tests and Qualifications Offered

These are decided by the Head Teacher and the LT. The statutory tests and qualifications offered are GCSE, A levels and BTECS.

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.

At Key Stage 4: All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

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At Post 16: It is expected that GCE qualifications will be taken by Year 13 students at the end of their two-year course

## Examination Seasons and Timetables

External examinations are scheduled in November, May and June. BTEC external examinations will occur at various times throughout the year.

All internal examinations are held under external examination conditions.

The Head of Centre and Heads of Department will decide which examination series are used.

The LT member responsible for examinations will circulate the examination timetables for both external and internal examinations once these are confirmed.

## Entries, Entry Details, Late Entries and Re-Takes

### Entries

Candidates are selected for their examination entries by the Head of Department and supported by the LT (Faculty). A candidate or parent/carer can request a subject entry, change of tier or withdrawal.

The centre accepts external entries from former candidates only.

### Late Entries

Entry deadlines are circulated to LT (Faculty) by the Examinations Coordinator. Late entries are authorised by LT (Faculty) and the LT member responsible for examinations.

## Organisation of Examination Days

### Staff Present in the Examination Room

Senior members of staff authorised by the Head of Centre, who have not taught the subject being examined, may be present at the start of the examination. This is to:

- Identify and settle candidates and instil discipline
- Check that the candidates have been issued with the correct question papers for the examination
- Check that the candidates have the necessary equipment and materials

The designated member of staff will

- Start examinations in accordance with JCQ guidelines.
- Ensure that all candidates are made aware of any erratum notices issued by the awarding bodies

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- Issue instructions at the end of the examination, ensuring that examination regulations are complied with and that the examination is concluded in a quiet and organised manner.
  - Ensure that students adhere to examination conditions until papers have been collected
  - Dismiss students, usually row by row, ensuring silence in the examination room.

Only those senior members of centre staff authorised by the head of centre to specifically perform the above tasks may be present in the examination room.

Senior members of centre staff must not provide advice and guidance on the examination. They must not comment on the question paper or give advice on which sections of the paper and which questions should be attempted.

### **Identification of Students:**

Teaching staff may assist with identification of candidates as they assemble for the examination.

In addition, senior members of staff will assist with identification of candidates as they enter the examination venue. They must not advise on which questions are to be attempted or comment on the question paper.

Any external students returning to re-take examinations will be required to show some form of personal ID before being shown into the examination venue.

### **Absent and Late/ Very Late Students**

It is a student's responsibility to ensure that they check their examination timetable and arrive at the correct time and place for their examination. In the case of a student being absent at the start of a public examination the pastoral staff responsible for that year group will attempt to contact the student and ensure, if at all possible, that the student is able to attend their examination.

Students who arrive late for a public examination will be allowed to sit the examination and will be permitted the full duration of the examination. The Senior Invigilator will ensure that the student's start and end time are recorded.

If a student arrives very late, according to the JCQ ICE definition, the Examination Coordinator will ensure that the appropriate paperwork is completed and sent to the awarding body. Students arriving very late will be required to explain the reason for their delay and will be advised that the awarding body may not accept their script.

### **Rules on leaving the Examination Venue**

Students will not be permitted to leave the examination venue once their examination has started unless they need to leave temporarily for a toilet break, if they feel unwell or in the event of an emergency evacuation. Students will raise their hands to alert an invigilator if they need to leave the room. They will not be allowed to leave the room unsupervised.

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Students will not be permitted to permanently leave the examination venue until the finish time of the examination has been reached. Students in receipt of extra time will be expected to remain until the end of the extra time period.

## Estimated Grades

In the case of a student not being able to sit the public examination, a mark will be calculated using the z-score method (details of which can be found on the JCQ web-site).

## Examination Fees

GCSE and GCE initial registration and entry examination fees are paid by the centre.

Private entries e.g., community languages, will be paid by the candidate.

Late entry or amendment fees are paid by the centre, except where late requests are received from candidates for private entries.

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.

Reimbursement may be sought from candidates who fail to sit an examination or meet the necessary coursework requirements.

This fee reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and Post 16 courses.

Re-take fees for first and any subsequent re-takes are paid by the candidates.

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing it. (See also section: Results and Post Results Services)

## Data Protection - Examinations

The Data Protection principles that apply generally within the school will also be applied in examinations.

Personal information about students will be obtained and used in accordance with the eight principles of Data Protection (see Ashmole Data Protection policy for details).

Where examinations are concerned:

- Sensitive personal data, for example, in relation to access arrangements and special consideration applications, will be kept secure at all times.
- Access to the examinations office, where personal data may be held, is restricted and the room locked when empty.
- Filing cabinets where sensitive personal data may be held are locked when not in use to prevent access to personal information

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- Invigilators, who may require information in relation to access arrangements, are instructed in the need to keep data confidential
  - Personal data in relation to examinations will not be publicly displayed (seating plans being an exception as they are required and information on view is limited)
  - Sensitive personal data will be sent using an encrypted service and only when necessary for legitimate purposes, for example, in relation to special consideration applications
  - Sensitive personal information in relation to exams will not be stored on laptops or external drives but kept on central servers.
  - Examinations staff computers will be locked or in a locked room when not in use.
  - All material of a confidential and sensitive nature will be labelled as such to ensure that the level of confidentiality required is understood.

## The Disability Discrimination Act (DDA), Equalities Act 2010, Special Needs and Access Arrangements

### DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### Special Needs

A candidate's special needs requirements are determined by the SENCO and the educational psychologist / specialist teacher.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination, and the date of that examination. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

### Access Arrangements and Appointment of Assessor

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidate.

Support for access arrangements for candidates taking examinations is the responsibility of the SENCO, LT member responsible for SEND, LT member responsible for examinations and the Examinations Coordinator.

The SENCO will be responsible for the following:

- Identifying candidates' requirements for access arrangements, arranging appropriate tests, and submitting completed access arrangement applications to the awarding bodies. Such applications should be processed at the start of a candidate's course.

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- Arranging provision of additional support, for example, spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages and IT equipment, as appropriate to help candidates achieve their course aims.
  - Ensuring candidate personal data consent forms are signed by all students who are allocated access arrangements and are processed prior to the processing of any online application.
  - Along with the Examinations Coordinator, ensuring that appropriate rooming is arranged for access arrangement candidates
  - Ensuring that where a candidate with a learning difficulty requires an assessment of their needs, this is carried out by an appropriately qualified assessor as appointed by the Head of Centre.
  - Checking evidence of the assessor's qualification(s) before they assess candidates and ensuring that a record is kept on file of the assessor's qualifications.
  - Ensuring that the assessor will have successfully completed a postgraduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment in accordance with guidance laid down in (in accordance with Chapter 7 of the JCQ publication [Access Arrangements and Reasonable Adjustments 2022-2023](#)).
  - Ensuring that the correct procedures for assessments are followed (in accordance with Chapter 7 of the JCQ publication [Access Arrangements and Reasonable Adjustments 2022-2023](#))
  - Ensuring that candidates have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

## **Requests from Students or Parents/Carers in Relation to Access Arrangements**

When a request is received from a student or parent/carer for an access arrangement the SENCO will be responsible for the following:

- Ensuring that where students or parents/carers have requested access arrangements on behalf of their child, relevant information is gathered from teaching staff in relation to the candidate.
- If appropriate, and if supported by evidence from teaching staff, the student will be tested by the assessor to establish whether they meet the requirements for an access arrangement in accordance with JCQ Access Arrangements and Reasonable Adjustments guidelines.
- Parents/carers and students will be informed of the outcome of their request with regards to access arrangements.
- If an access arrangement is granted, parents/carers and students will be informed in writing and details of the access arrangement will be given.
- If an access arrangement request is not upheld, parents/carers and students will be informed in writing that the student did not meet the requirements for the access arrangement so it cannot be granted.
- If a student meets the requirement for an alternative access arrangement, not necessarily the one requested by the parent/carer or student, parents/carers and students will be informed of this.

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- Parents/carers and students will be made aware that decisions relating to access arrangements will be taken in accordance with the JCQ Access Arrangements and Reasonable Adjustments guidelines and that the school is obliged to adhere strictly to these guidelines.
  - Complaints about the provision of Access Arrangements should, in the first instance, be raised with the SENCO who will try to assess and resolve the situation. Formal complaints will be dealt with by the Head Teacher through the school's complaints procedure.

## **Separate Invigilation**

It is expected that all students will be seated in the main examination venue unless there is a specific need for them to be seated separately. Separate invigilation within the centre refers to students who are seated outside of the main examination venue, for example, in a room with a smaller number of candidates.

In most instances a student will not be accommodated entirely separately from other students. This will only be the case where a student has very particular need, for example a physical or audible tic, where the student would be likely to disturb other candidates due to their condition and this would affect both their ability to perform, and that of other students present.

It is the responsibility of the SENCO and senior staff with pastoral responsibilities to determine which candidate(s) are eligible to receive separate invigilation. The candidate's difficulties will be well established and known to relevant members of staff.

Separate invigilation will generally be given because of a long-term medical condition or long term social, mental or emotional needs and will be the candidate's normal way of working in internal school tests and mock examinations.

Where there is a request for separate invigilation, which is not part of an access arrangement, this should be referred to the Head of Centre or the LT member responsible for examinations. They will make the decision as to whether it is appropriate for a candidate to be accommodated separately from the main cohort. Typical requests may include a candidate suffering a panic attack on the day of an examination, or having experienced a trauma prior to the examination. Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.

Separate invigilation will only be granted after other alternatives have been explored, for example, seating the candidate at the back of the main examination venue.

Consideration will be given to the fact that by accommodating a candidate separately, they may be seen to be advantaged and their request may lead to similar requests from other candidates. Their request should be considered within this wider context.

Documentation will be kept as to why invigilation apart from the main examination venue has been granted.

## **Equality Act**

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The Equality Act 2010 requires awarding bodies 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.

The Equality Act 2010 extends to general qualifications. In order to adhere to this the centre organises the following:

### **Training of Invigilators**

All invigilators are made aware of the Equality Act 2010 and are trained in disability issues. As part of the training process invigilators will be made aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.

Invigilators will also be made aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.

### **Information for Candidates**

Information supplied to students will be suitably sized and adapted to meet the needs of all candidates, this includes JCQ information, information on the boards and information given verbally to students.

### **Seating Arrangements**

Seating arrangements will be adapted to meet the needs of all candidates including smaller venues, positioning of students seating arrangements in the venue, chairs outside the venue and adequate access to and from the venue for all candidates. Alternative softer chairs will be used if a candidate requires this. Care is taken to ensure that students are aware of these seating arrangements before the examination begins.

Where a student requires the use of a wheelchair to enter and leave the room adequate space will be left to ensure they can move in and out of the venue without difficulty.

Where students have been unwell during the examination due to the nature of their disability, these students will be sat close to the exits wherever possible to make them feel more comfortable and to limit any disruption to others within the examination room.

### **Candidates Requiring Access Arrangements**

Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, those individuals who will be acting as an Oral Language Modifier, a reader or a scribe will be introduced to the candidate prior to the examination(s) taking place.

For candidates with approved supervised rest breaks, the rest break may be conducted outside of the examination room, with the candidate being supervised at all times. The timing of the examination will be paused and re-started when the candidate is ready to continue.

During the supervised rest break the candidate will not have access to the question paper/answer booklet. The supervised rest break is for a break from the examination and should not be used as 'thinking time'.

Supervised rest breaks will apply to those candidates who have an established difficulty, which may be in the form of cognition, learning, communication and interaction needs, a



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medical condition, sensory and physical needs or social, emotional and mental health needs.

The option of supervised rest breaks must have been explored and trialled before a candidate can be considered for 25% extra time. This will generally be awarded to candidates with evidence of a significant learning difficulty or disability which has a clear, measurable and substantial long-term adverse effect on their performance and speed of working.

Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.

For on-screen tests, hardware and software should be adapted for those candidates with a sensory or multi-sensory impairment.

### **Emergency Evacuation Procedures for Candidates with a Disability**

Invigilators and all other centre staff involved in conducting examinations will be made aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.

When evacuation and emergency procedures are being explained to candidates, particular attention will be given to those candidates with a disability, for whom such procedures may be different.

## **Word Processor Policy**

1. When a specialist has recommended its use for a specific student and meets JCQ requirements, or is part of a student's EHCP
2. When this is the candidate's usual working method for exams and assessments.
3. When the spell checker and grammar checker facility is disabled.
4. When the predictive text and the internet facility is disabled.
5. When the candidate is proficient in the use of a keyboard and their typing speed is faster than their writing speed as evidenced through the completion of 24 levels of Touch Type Read & Spell (TTRS)
6. A word processor cover sheet is completed, if required by the exam board, and securely attached to the candidate's typed script by the invigilator.
7. When student's writing is illegible (at least 5%) and has been a persistent problem
8. If the candidate has a learning difficulty, medical condition or physical/and or sensory impairment which has a substantial and long-term adverse effect on their ability to write legibly
9. When the candidate experiences planning and organisational problems when writing by hand
10. A candidate who makes many crossings out, re-structuring and corrections so that it is very difficult to read

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11. Whilst school provides a device for exams and assessments, where a student uses their own laptop in lesson, storage and insurance remains the responsibility of the parents/carers
  12. The award of a laptop does not mean it should be used every day in every lesson, hand writing and fine motor coordination skills should also be developed.
  13. All students with an approved access arrangement for the use of a laptop will first need the approval of the SENCO before being added to the Exams Access Arrangement Register
  14. It is the candidate's responsibility to ensure that work is saved at regular intervals throughout the examination as no prompting will be given.
  15. Candidates using a word processor remain behind at the end of the examination as required to supervise the printing out of their scripts and to ensure that their name and candidate number is at the top of every sheet of paper under the supervision of the Invigilator.

**Important Notes:**

1. A computer cannot be granted to a candidate because he or she prefers to type rather than write or can work faster on a keyboard, or because he or she uses a laptop at home.
2. The use of word processors in controlled assessment for coursework components is considered normal way of working unless prohibited by the specification.
3. It is permissible for a candidate to use a word processor for longer answers and to handwrite shorter answers.
4. Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type

Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate then avoids the difficulty of visually tracking between the question paper and computer screen.

5. If the candidate needs the use of predictive text and spelling or grammar check facility then this is not possible, but the use of a Scribe will be considered instead. The use of a scribe needs to be considered separately by the SENCO under recommendations from Specialist Teacher/Chartered Psychologist or a Registered Medical Practitioner, following current JCQ guidance
6. Use of a Scribe will be considered in exceptional circumstances, for example, where a candidate has a temporary injury and the use of a word processor is not appropriate i.e. Maths
7. A candidate who uses a computer does not automatically also have 25% Extra Time. This needs to be considered separately by the SENCO under recommendations from

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Specialist Teacher/Chartered Psychologist or a Registered Medical Practitioner,  
following current JCQ guidance

## Non-Examination Assessments

### Responsibilities

#### The LT (Examinations) is accountable for the following:

- The safe and secure conduct of non-exam assessments.
- Ensuring assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Mapping overall resource management requirements for the year, resolving clashes and other issues arising from the need for particular facilities e.g. rooming, IT
- Creating, publishing and updating an internal appeals policy for non-examination assessments
- Communicating changes and dates to parents

#### The LT (Faculty)/ Heads of Department is accountable for the following:

- Deciding on the awarding body and specification for a particular GCSE.
- Standardising internally the marking of all teachers involved in assessing an internally assessed component.
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessments.
- Ensuring that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, developing new assessment tasks or contextualizing sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Supplying to the Exams Office details of all unit codes for non-examination assessments.
- Post-completion, retaining candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retaining candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Asking the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

#### Teaching Staff have a responsibility to:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting Non-examination assessments*. [JCQ Non-Exam Assessments](#)
- Understand and comply with the awarding body specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

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- Ensure that students are notified of marks for any internally assessed components and are given the opportunity to request a review of their mark.
  - Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
  - Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the examinations office to the awarding body when required, keeping a record of the marks awarded.
  - Retain candidates' work securely between assessment sessions (if more than one) in a securely locked cabinet or cupboard. Where candidates are producing artefacts (e.g. Art and Design or Design and Technology) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

### **Exams Office Staff have a responsibility to:**

- Enter students for examinations, as directed by LT (Faculty)/ HODs and whether assessed by non-examination assessment, external exam or on-screen test, before the deadline for final entries.
- Ensure receipt, safe storage and safe transmission of confidential materials that are directly received by the examinations office, whether in electronic or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and upload entry information to awarding bodies before deadlines.
- Arrange suitable accommodation, on the few occasions where non-examination assessments cannot be conducted in the classroom, at the direction of the LT.
- Store safely and securely all non-examination assessment materials, retained in, or returned to, the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically.

### **The SENCO is responsible for:**

- Ensuring applications for access arrangements are submitted.
- Working with teaching staff to ensure requirements for support staff are met.

## **Resource Management**

LT (Examinations) will map overall requirements for the year, ensuring that there are no clashes with traditional examinations and that there are sufficient facilities available at the times required, and that all staff involved have a calendar of events

## **Complaints and Appeals**

### **Complaints and appeals procedure**

If a candidate or their parent/carer has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, they will be encouraged to try to resolve this informally in the first instance. The concern or complaint may be made in person, by telephone or in writing to the LT (faculty) and then if not resolved to the Head of Centre.

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If a complaint fails to be resolved informally, the candidate or their parent/carer is then at liberty to make a formal complaint.

### Formal complaints

- The Parent/Carer will provide written evidence of their case, for the Head Teacher to consider.
- The Head Teacher may require the parent/carer and student to attend a meeting with him for questioning and further representation
- The Head Teacher will provide a written reply to the complaint, normally within 7 working days.

## Internal Assessments for External Qualifications

Ashmole Academy is committed to ensuring that whenever its staff assesses students' work for external qualifications, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments will be conducted by staff who have the appropriate knowledge, understanding and skills, and who have been trained in this activity. The Centre is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will be in place in order to ensure consistency. Students will be informed of the centre assessed marks of non-examined assessments before the marks are submitted to the relevant awarding body. They may request a review of these marks in the form of a written appeal at this stage and may request copies of materials to assist them in considering whether to request a review of the centre's marking. Candidates will be given a deadline by which to submit their written request for a review of their marks. Requests will not be accepted after the deadline has passed.

If a student and their parent/carer feel that this may not have happened in relation to his/her work, then the parent/carer may make use of this appeals procedure.

Where students are aged 18 or over, both the student and their parent/carer will be informed and involved in the process, unless the over 18-year-old student requests otherwise in writing.

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, Ashmole Academy is committed to ensuring that:

- Internal assessments are conducted by staff that have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification.
- The consistency of the internal assessment is secured through internal standardisation as necessary.
- Staff who are responsible for internal standardisation attend any compulsory training sessions.

There are two possible stages to this appeals process:

1. Appeal in writing to the LT (Faculty)

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2. Personal hearing led by the Head Teacher if the other appeals have not resolved the matter.

### **Appeal in writing to the LT (Faculty)**

- The enquiry into the internal process will normally be led by the Head of Faculty provided that he/she has not played any part in the original internal assessment process. If this is the case, the enquiry will be led by the attached LT member. The enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice' and /or that the marks awarded by the centre are in line with the relevant specification.
- The teacher making the assessment will be notified and will be given an opportunity to explain their decision to the Head of Faculty.
- The student and their parent/carer will be informed in writing of the outcome of this appeal, and will also receive a copy of any relevant communications with the Awarding Body, as well as any steps taken to further protect the interest of the candidates.
- The outcome of the appeal will be made known to the Assistant Head Teacher, Examinations. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the Head Teacher and the awarding body will be informed.

If the Parent/Carer feels that the complaint has not been resolved, the Parent/Carer may refer the matter to the Head Teacher.

### **Review of the Appeal by the Head Teacher**

The request for a review of the appeal should be made within five days of receipt of the written reply to the initial appeal.

- The school will maintain a written record of all appeals and will inform the awarding bodies (examining boards) of any change to an internally assessed mark as a result of an appeal.
- The Parent/Carer will provide written evidence of their case, for the Head Teacher to consider.
- The Head Teacher may require the parent/carer and student to attend a meeting with him for questioning and further representation. The LT (Faculty) or relevant senior staff member may be present at such a meeting.
- The Head Teacher will provide a written reply to the complaint, normally within 7 working days.

## **Malpractice Procedures**

In the suspected case of malpractice, the school acts in line with the Joint Council for Qualifications (JCQ) policy.

Full details of malpractice procedures can be found at <http://www.jcq.org.uk/exams-office/malpractice>.

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## Conflicts of Interest

Ashmole Academy is committed to abiding by the Conflict of Interest guidance as laid down in the [JCQ General Regulations for Approved Centres](#)

Ashmole will manage conflicts of interest by informing the awarding bodies of:

- Any members of staff who are taking qualifications at Ashmole which include internally assessed components/units
- Any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units
- Ashmole will maintain clear records of all instances where:
  - exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;
  - centre staff are taking qualifications at their centre which do not include internally assessed components/units;
  - centre staff are taking qualifications at other centres.
- A log will be maintained which will include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. The records may be inspected by a JCQ Centre Inspector and/or awarding body staff.
- The records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Ashmole will regard the entry of members of centre staff for qualifications as a last resort in cases where the member of centre staff is unable to find another centre. Proper protocols will be in place to prevent the member of centre staff having access to examination materials prior to the examination
- Other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials.
- The head of centre will ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment.

## Administration of Secure Examination Materials

The centre is responsible for ensuring the safe and secure storage of examination materials.

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## Responsibilities

- The Headteacher has overall responsibility for ensuring the centre adheres to the JCQ guidelines and regulations with regards to the handling and storage of all secure examination materials.
- The relevant member of the LT responsible for exams is responsible for managing the secure storage facility or examinations office.
- The Exams Coordinator has responsibility for:
  - Logging secure materials which are brought to and from the examinations office
  - Checking off all deliveries from the dispatch list and keep a record. In the case of any inaccuracies they will contact the examination board immediately.
  - Liaising with the main office with regards to the delivery and posting of secure materials.
  - Ensuring secure materials are locked away in line with JCQ regulations
  - Ensuring the Exams Office is only used for examination purposes.
  - Ensuring the Exams Office is locked at all times when the office is empty.
  - Ensuring windows are locked at all times when the office is empty.
  - Ensuring examination papers are taken to and from the examination venue securely.
  - Ensuring that examination papers are sent to the requisite examination boards in line with JCQ regulations.
  - Contacting the examinations board to inform them that examination materials cannot be accepted during school holidays and informing them of these dates.
  - Advising the LT with regards to any JCQ updates concerning the secure storage of secure materials.
- LT Faculty/Heads of Departments/Teachers are responsible for:
  - managing non-examination assessed work securely.
  - ensuring they adhere to the school's non-exam assessment policy and refer to JCQ and relevant examination boards for subject specific information
- The SENCO will ensure that the personal data consent forms for all students with access arrangements are completed and are in each candidate's file.
- Senior invigilators, with instruction from the Examinations Coordinator, will ensure that examination materials are managed securely between the Exams Office and the examination venue(s) and in the examination venue itself.
- Reception staff will be responsible for ensuring the following:
  - That the log book held at reception is completed with details of any packages for the attention of the Examinations Coordinator which require a signature on delivery.
  - That they contact the Exams Office to inform them of the delivery and that materials are immediately taken securely to the Exams Office.



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- That a signature is received from the person taking the materials from reception and a that a log is kept showing the packages have been delivered to the Exams Office so that it is possible to track the packages throughout their journey.
  - That in the case of the Exams Office being unattended, materials are locked in the school safe.
  - That during school holidays any secure materials for the attention of the Examinations Coordinator are declined unless they fit into the school's secure safe. The delivery operator will be instructed to re-deliver the materials during term time.

■ The Site Manager will ensure the following:

- That all site staff are aware that the secure materials must be collected from Reception as soon as they are contacted and delivered to the Exams Office.
- That any member of site staff responsible for moving secure materials signs the log sheet at reception
- That all site staff working in holidays are aware that they must not sign for secure materials addressed to the examinations office/examinations.
- That they liaise with the LT member in charge of exams to ensure the Exams Office and its storage facilities comply with JCQ guidelines.

## Candidates, Clash Candidates and Special Consideration

### Candidates

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.

For examinations of a duration less than one hour, candidates will not be allowed to leave the examination room until at least one hour after the published starting time.

Candidate will not be permitted to bring any refreshments into the examination room apart from still water, which must be in a clear container with no label and a sports cap. Students who have a back-to-back exam may be allowed a snack in between exams. This should be handed to the invigilators at the start of the examination session. The student will remain under exam conditions between examinations.

The LT member responsible for examinations, supported by the LT Year Group, HOY and representative from the Faculty/Department, will ensure that there is an attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines. However, there is no guarantee of communication.

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## Clash Examinations and Overnight Supervision

If there is a clash examination, candidates' parents will be informed of this clash 48 hours before the examination. Students who are entitled to free school meals will be provided with lunch on this day; all other students are required to bring a packed lunch with them. Students will be informed of a designated classroom which will be open from 8:30am onwards on the day of the examination. They will leave their lunch and revision notes in this room before their first examination, this room is then locked. Students are not permitted to bring any banned items or electronic devices into the designated room. After they finish their first examination, they will be escorted by an invigilator to the designated room. This is a silent study room where there is a teacher supervisor and invigilator (where possible one male and one female). No bags are permitted and students will be searched to ensure full security. At the time of their afternoon examination they will be escorted back to the examination venue. After their last examination of the day, they can return to the designated room to retrieve their belongings.

The LT member responsible for examinations will have responsibility for arrangements for any clashes which require overnight supervision. They will ensure that the necessary paperwork is in place and that the candidate and their parent/carer are fully aware of the regulations relating to overnight supervision. All completed overnight supervision forms will be retained, available for inspection, until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

This arrangement will only be permitted where a candidate has a minimum of 3 papers in one day of a total duration that is in accordance with the JCQ ICE regulations. Overnight supervision will be regarded as a last resort once other options have been considered.

## Special Consideration

### Definition

Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control **at the time of the assessment**. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

### Roles and Responsibilities

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, they will be asked to provide any required medical or other evidence that might be required to support an application for special consideration. It is the candidate or their parents/carers' responsibility to alert the centre to any circumstances to which special consideration may apply.

Ashmole will consider whether the trauma or illness experienced by the student has had, or is likely to have, a material detrimental effect on the candidate's examination performance or in the production of coursework or non-examination assessment.

A member of the Senior Leadership Team will consider the circumstances and make a decision as to whether the centre can support the application for special consideration.

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Teachers and pastoral staff will provide any appropriate evidence or information that may be required to support a candidate's application for special consideration.

#### Submission of Applications

The Examinations Coordinator will submit applications for special consideration where candidates meet the JCQ published criteria ([JCQ Guide to Special Consideration](#)) and where they have satisfied the minimum requirements for enhanced grading. Candidates and parents/carers will be informed if students do not meet these criteria and will have the opportunity to discuss this with the LT member responsible for examinations.

Applications will be submitted to the relevant awarding body in accordance with the deadlines given by the examination boards.

The Examinations Coordinator will retain evidence in support of special consideration request until after the publication of results.

Candidates and parents/carers will be informed if the centre is submitting an online special consideration request on their behalf to ensure compliance with the UK GDPR/Data Protection Act 2018.

#### Late Applications

If, after the publication of results a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a member of the senior leadership team is able to produce compelling evidence to support a late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

## Results and Post Results Services

### Results

Candidates will receive individual results slips on results days. This will generally be by email. Students will have been asked prior to the exams taking place to supply an email address to which their results should be sent on results day.

Arrangements for the school to be open on results days are made by the Head Teacher.

The provision of staff on results days is the responsibility of the LT member responsible for examinations.

A record of each candidate's results will be retained by the school for a minimum of 7 years.

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## Post Results Services

### Reviews of Results (RORs) and Clerical Checks

RORs or Clerical Checks may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

Where the centre feels there may have been an error in marking, the LT member responsible for examinations, teaching staff and Head of Centre will investigate the feasibility of asking for a review of marking at the centre's expense.

When the centre does not uphold a ROR, a candidate may still apply to have a review carried out. This will be at the candidate's own expense. (See section: Examination fees)

Candidates requesting reviews of results will be required to complete a consent form. This form will be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal.

### Access to Scripts (ATS)

Copies of scripts may be requested from the awarding bodies in order to inform a decision about a review of marking.

In addition, centre staff may request scripts for investigation or for teaching purposes.

The consent of candidates must be obtained before scripts can be requested. Where script requests are for the purposes of teaching and learning, consent will be retained on file for the duration of the period during which the script is being used.

### Appeals

If the centre, or a student, remains unhappy with a decision following the outcome of a review of marking, moderation or a re-check, an appeal may be lodged. The centre must do this on behalf of the student. Clear and specific grounds must be given for an appeal and if the centre does not agree that there are sufficient grounds for appeal they will inform parents/carers and candidates of this. The centre will take parents/carers and candidates' views into account but the final decision as to whether to submit the appeal will be taken by the centre. This will be communicated clearly to parent/carers and students by the relevant LT (Faculty).

## Certificates

Certificates are collected and signed for by the candidates.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so and provide some form of ID.

Certificates will not be withheld from candidates who owe fees.

The centre will retain certificates for a minimum period of 12 months after which they may be destroyed. A record will be kept for a further four years after destruction.

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## Evacuation Procedures for Examinations

### Priorities:

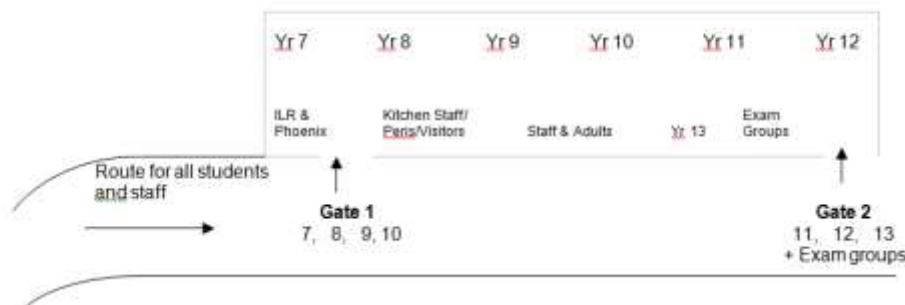
These must be:

- The safety of the candidates and invigilators
- The avoidance of undue disturbance to candidates

### Background Information

- The examination boards state that it is up to “the appropriate authority to decide what to do in the case of the fire alarm, bomb alert or other emergency”.
- Dependent on the number sitting the examination, and the room being used, the candidates will be escorted to a safe area within the Multi Games Area (see diagram). A high standard of supervision will be given to ensure communication between candidates does not take place. A declaration to the examinations board regarding the interruption will be sent by the member of the LT responsible for examinations.
- Examination candidates will assemble separately on the Multi Games Area as directed by the Exams Coordinator and LT responsible for Exams.
- Examination students will be registered by the LT responsible for Examinations or Examinations Coordinator, assisted by the Senior Invigilators. In the event of the Examinations Manager being absent, the duty will be performed by the available Assistant Head Teachers.
- Full details of the school’s evacuation procedures can be found in the Evacuation Policy.

Signs on the fence will indicate the area each year group – in forms – line up.



### Investigations

All false alarms and actual alarms will be fully investigated and the cause ascertained. The Health & Safety Officer will head up the investigation with the assistance of the LT.

## Contingency Planning for Examinations

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

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## Potential Disruption to the Examination Process due to Absence of Examinations Coordinator

The extended absence of the Examinations Coordinator at key points in the examination process presents a risk of the following being overlooked:

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

### Centre Actions Required:

The LT member responsible for Examinations would take over examination responsibilities, supported by the Clerical Assistant and Senior Leader, General Management and Examinations

The LT member is fully conversant with Examinations Office Timeline, JCQ Regulations and SIMS MIS. Assistance with MIS may also be provided by SIMS & Data Coordinator

The Clerical Assistant is conversant with day to day exams administration and competent senior invigilators could be called upon to give additional support in examinations administration

### Internal Governance Arrangements – Absence of Head of Centre or LT Member Responsible for Examinations

Action to be taken in the case of absence of the Head of Centre or LT member with oversight of examination administration

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- In the absence of Head of Centre, the Deputy Head Teacher would take overall responsibility for examinations. The Deputy Head Teacher would be supported by the LT member responsible for exams
  - In the absence of the senior leadership staff member with oversight for examinations support would be sought from the Senior Assistant Head responsible for General Management, assisted by the Senior Leader with responsibility for General Management and Exams

## **SENCO and/or Assessor extended absence**

The risk of key tasks required in the management and administration of the access arrangements process within the exam cycle not being undertaken includes:

- candidates not tested/assessed to identify potential access arrangement requirements
- centre failing to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated
- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained
- access arrangement for candidates not arranged for exam rooms

### **Centre Actions Required:**

- Assistant Head i/c of Inclusion would assist the SEN Manager in coordinating access arrangements to ensure that duties were fulfilled towards disabled candidates and that documentation was properly maintained
- If assessment was required, outside provision would need to be sought from a suitably qualified professional in order to ensure that potential access arrangement requirements were identified and needs met
- SEN Manager would liaise with Examinations Coordinator to ensure that online applications continued to be processed and modified paper requirements met

If access arrangements were likely to be required in an emergency situation the Awarding Bodies would be contacted for advice and support where necessary

## **Teaching staff extended absence**

Risk of key tasks not undertaken including:

- Early/estimated entry information not provided to the Examinations Coordinator on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for examinations/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

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### **Centre Actions Required:**

- A robust faculty structure is in place to ensure that information is gathered by the Head of Department, and, in the absence of a Head of Department, by the Faculty Head. The Examinations Coordinator, or in their absence, the LT member responsible for examinations, would liaise with the appropriate Head of Department or Faculty to ensure that students' entries and other submissions were not affected by staff absence
- If there was a likelihood of deadlines being missed due to teacher absence, Awarding Bodies might be approached to request extensions for submissions if deemed appropriate and in the best interest of the students concerned.

### **Lack of appropriately trained or absent invigilators**

Risks associated with invigilation:

- Failure to recruit and train sufficient invigilators to conduct examinations
- Invigilator shortage on peak examination days
- Invigilator absence on the day of an examination

### **Centre Actions Required:**

- A senior invigilator would be allocated to each examination venue to ensure that a suitably trained person was available in each venue
- A number of internal staff members receive training on an annual basis in the event that they are needed to carry out invigilation duties where the numbers of invigilators would otherwise fall below the required levels

### **Lack of appropriate rooms or main venues unavailable**

Risk that Examinations Coordinator is unable to identify sufficient/appropriate rooms during examinations timetable planning or that insufficient rooms are available on peak exam days. Also, that main examination venues are unavailable due to an unexpected incident at examination time

### **Centre Actions Required:**

Public examinations would be given priority over other internal requirements, therefore, in the event that main examination venues were not able to be used other appropriate classes would be located within the Academy to ensure that examinations could go ahead as scheduled

### **Failure of IT systems and risk of Cyber-Attack**

Risk of the following:

- MIS system failure at final entry deadline, during examination preparation or at results release time
- Cyber-attack affecting access to MIS



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### **Centre Actions Required:**

- Every effort would be made to ensure that entries were submitted in advance of the final entry deadline to mitigate the chances of system failure or a cyber-attack affecting entries.
- In the instance of MIS failure or a cyber-attack at the entry deadline and entries having not been made, submissions would be made directly via the Awarding Bodies' secure web-sites.
- Arrangements could be made for the Examinations Coordinator to work from home, the appropriate data protection security checks having been satisfied.
- If system failure or a cyber-attack which affected access to the MIS were to occur at results release time, results would be downloaded directly from the Awarding Bodies' web-sites. Arrangements could be made through liaison with the school's IT team for the Examinations Coordinator to be given standalone access to computer and internet facilities if the local network was unavailable due to MIS failure or a cyber-attack.

### **Emergency evacuation of the Examination Venue (or centre lock down)**

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

### **Centre Actions Required:**

- In the event of an incident occurring whilst an examination was in progress, the usual evacuation procedures would be followed and every effort made to ensure that examination conditions were maintained. If the examination could be re-started, special consideration would be requested in view of the disruption to students.
- Advice would be sought from the Awarding Bodies if the nature of the evacuation was such that the examination could not be continued.
- Exam personnel would be responsible for recording details of the events, including the times that the evacuation started/ended and would ensure that full details were communicated to the appropriate Awarding Bodies.
- In the event that an incident prevented an examination being started, the Awarding Body would be consulted and an alternative venue identified if possible.
- Where limited alternative accommodation was identified, priority would be given to those students whose progression would be most severely affected were the examination not to go ahead when planned
- Where appropriate, and if no alternative was available at the time, students would be advised to take the examinations in the next available series

### **Disruption of teaching time due to school closure**

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

### **Centre Actions Required:**

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- In the event that the Academy was closed for an extended period, alternative accommodation would be sought in consultation with the local authority and other local establishments. In the event of lockdown and alternative accommodation not being an option, contingency measures in place for remote learning would be applied.
  - Priority for the allocation of alternative accommodation, if applicable, would be given to students in examination year groups
  - Examination year students would be given home-based learning and online materials until alternative accommodation could be provided in order to be able to continue their studies and revision off-site

## **Candidates unable to take examinations because of a crisis**

### **Centre Actions Required:**

The centre has a number of buildings therefore examinations would be relocated to other areas of the Academy premises that were unaffected by the crisis, with priority given to examinations in the re-allocation of rooms.

## **Centre unable to open as normal during the examination period**

### **Centre Actions Required:**

- If the Academy was unable to be used for public examinations alternative accommodation would be sought through contact with the local education authority and other local establishments. The Awarding Bodies would be consulted to confirm the suitability of an alternative venue in an emergency situation
- The centre has a number of buildings therefore if any one of the buildings could be identified as usable examinations would be held in that building with priority given to students whose onward progress would be most affected
- If the area is subject to local lockdown, advice would be sought from the examination boards and local authority, as appropriate, to ensure that wherever possible public examinations can go ahead

## **Disruption to the receipt of examination papers**

- The receipt of examination papers is logged by Exams Office staff. If any papers had not arrived within a week of an examination, the Awarding Body would be contacted (unless Awarding Body is known to be making a late delivery for examination security purposes).
- If papers were unavailable on the day of the examination for any reason, the Awarding Bodies would be contacted and would be asked to provide secure electronic copies which could then be downloaded and copied in a secure environment

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## **Disruption to the transportation of completed examination materials**

- Uncollected papers/assessment evidence would be placed in secure storage until collection could be arranged
- Parcelforce would be contacted to arrange the next available collection
- The Awarding Body would be informed if the delay was likely to exceed reasonable expectations
- Papers could be delivered to local post office if necessary and feasible

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

Risk that

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

### **Centre Actions Required:**

- Awarding Bodies would be contacted as soon as possible to alert them to the situation, to provide evidence as required and to discuss the best way forward depending on the particular circumstances
- If possible and appropriate, arrangements could be made for a repeat of the assessment
- Parents and students would be kept informed of the situation

## **Centre unable to distribute results as normal**

- Alternative accommodation would be sought if required for Exams Office staff to be able to download results in a secure environment or to work from home if necessary
- If MIS could not be accessed, results would be downloaded directly from the Awarding Bodies' web-sites
- Other staff could be called upon as necessary to assist with the collation of results and preparation of envelopes if those that had been prepared could not be accessed
- Arrangements made for students to receive results via email as an alternative to collection in person.
- As a last resort, results could be given via phone but steps would need to be taken to ensure that the ID of students could be verified if results were to be given in this way
- Post results services could be organised via phone and email if usual access to the Academy was prevented for any reason
- Students and parents would be kept informed of any changes to arrangements for the collection of results and processing of post results services
- Parents and students would be kept informed of any alternative arrangements

## **Lockdown Procedures for Examinations**

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This details below are the measures taken at Ashmole Academy in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

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

Ashmole Academy has devised lockdown procedures after consulting GOV.UK's "Developing Dynamic Lockdown Procedures" guidance.

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

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

## **Roles and responsibilities**

### **Head of Centre**

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

### **Leadership Team (LT)**

- To have accountability for all examination staff and candidates taking examinations during a lockdown

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

### Examinations Coordinator

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

### Invigilators

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

## Lockdown procedure

### Before an examination

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

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

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to hand to seal up cracks around doors and any vents into the room

### During an examination

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

Invigilators will:

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

### After an examination

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

Invigilators will:

- stop dismissing candidates from the examination room
- instruct candidates who have left the room to re-enter the examination room
- instruct candidates to remain silent and hide under examination tables
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Examinations Coordinator (ensuring that all mobile phones/walkie talkies are on 'silent' mode).

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- lock all windows and close all curtains/blinds
  - switch off all lights
  - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
  - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

Where safe/possible, the Examinations Coordinator will collate the information from all examination rooms and forward this to the Head of Centre immediately

#### Ending a lockdown:

The lockdown will be ended by either

- the sound of a defined alarm or
- the identification/authorisation of Emergency Service officers/LT/Head of Centre entering each examination room

A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine

Invigilators will undertake a head count/register and confirm attendance with the Examinations Coordinator/LT

Where applicable and if advised to do so by LT/ Head of Centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination

Invigilators will then:

- ask candidates to return to their desks, remind them they are under examination conditions and allow a settling down period
- recalculate the revised finish time(s) to allow for the full examination time
- tell the candidates to turn their papers over and re-start their examination
- amend the revised finish time(s) on display to candidates
- note how long the lockdown lasted on the examination room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)

The Examinations Coordinator will:

- provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
- safely/securely store all collected examination papers and materials pending awarding body advice/guidance

Where applicable/possible/available, LT/ Examinations Coordinator will:

- negotiate any alternative examination sittings with the awarding bodies
- offer, arrange and provide support services to staff and candidates

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- At the earliest opportunity, LT/Head of Centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
  - Where possible, examinations staff and candidates will be invited to attend an assembly lead by the Head of Centre to discuss the lockdown and offer ongoing support
  - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website