

Featherstone High School

Exams Policy



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Non-Statutory Policy

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Key staff involved in the exams policy

Role	Name
Head of centre	Gerry Wadwa
Exams officer line manager (Senior Leader)	Kamal Thacker, Senior Deputy Headteacher
Exams officer	Neetu Bangar
SENCo	Alka Patel
Administration Manager	Sharan Sond

Featherstone High School Exam Policy

Public examinations are the main tool for measuring the success of a school and its pupils both in qualitative and value added terms. In addition other internally set and marked examinations take place at other stages in pupil's progress through the school in order to both prepare for public examinations and check pupil learning.

We have a moral duty to ensure pupils do as well as they can in exams to ensure they progress to the next stage of education or employment.

Exam results are used to hold schools and teachers accountable, as well as for monitoring standards over time.

However, teachers have also used exams diagnostically, analysing the responses to explore how teaching and learning can be improved.

This policy primarily addresses the oversight and management of the exam process so that everyone involved can access information and advice in one place. To summarise the purpose of the policy is to:

- Ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- Ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

At Key Stage 3

- Exams will be used to take a snapshot of standards in schools and as a way of moderating teacher judgements.
- The school will consider the use of intervention or booster strategies for any pupil who are unlikely to attain the minimum level.

At Key Stage 4 and 5

- All pupils should be entered for the appropriate qualifications in all subjects they are studying.
- If a pupil's entry in any subject is to be withdrawn the Head of Department and relevant AHT should be consulted.
- All pupils will be monitored carefully through their time at the school, concerns notified to Head of Department and TLR PP as soon as they arise.
- Amendment of entries which incur financial penalty from the examination boards will be charged to the subject if they arise from that subject's error or omission.

Exam Responsibilities

Head of Centre - Headteacher

Overall responsibility for the school/college as an exam centre:

- Advises on appeals and re-marks
- The Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ (Joint Council for Qualifications) document suspected malpractice in examinations and assessments.

Exams Officer

Manages the administration of public and internal exams:

- Advises the Senior Leadership Team (SLT), subject and class tutors and other relevant staff on annual exam timetables and application procedures as set by the various exam boards
- Oversees the production and distribution of staff, governors and candidates of annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all exam 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 exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges
- Organises the training and monitoring of Lead Exam Invigilators and a team of exams Invigilators responsible for the conduct of exams.
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other materials required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams

Assistant Headteacher

- Organisation of teaching and learning
- External validation of courses followed at Key Stage 4 / Post 16

Head of Department

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- Involvement in post-results procedures
- Selection of suitable specification
- 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 Exams Officer

Teachers

- Submission of candidate names to Head of Departments

SENCO (Special Educational Needs Co-ordinator)

- Notification of Access Arrangements (as soon as possible after the start of the course)
- Submit applications for access arrangements
- Identification and testing of candidates' requirements for access arrangements
- Provision of additional support and equipment for pupils with special needs to help them achieve their course aims

EAL Co-ordinator (English as an Additional Language)

- Identification of candidates with English as a second language

Lead Invigilators / Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam
- Setting up the exam room
- Entering pupils into the exam room
- Starting and finishing the exam
- Collection of all exam papers in the correct order at the end of the exam and then return to the exams office.

Conduct of Invigilators

- a) The Exams Assistant will ensure that each exam session will have a designated invigilator in charge, whose role will be to deploy invigilators and oversee conduct of each.
- b) Lead invigilator will check attendance according to seating plan.
- c) Invigilators must not take any work into the exam room but give full attention to the conduct of the examination

Candidates

- Confirmation of entries
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own

Administrative staff

- Support for the input of data
- Posting of exam papers

ICT – Network Manager

In liaison with the Exams Officer:

- Provide appropriate ICT support for exams
- Provide appropriate ICT equipment for exams
- Provide and install appropriate ICT software and media requirements for exams

The Statutory Tests and Qualifications Offered

The statutory tests and qualifications offered at this centre are decided by the Head teacher, Deputy Head teacher, Heads of subject and the Heads of department.

We use all three main examination boards (generally referred to as AQA, Edexcel or OCR). The Joint Council for Qualifications (JCQ) is the body that represents the exam boards.

The Statutory tests and qualifications offered are functional skills tests, GCSE (General Certificate of Secondary Education), AS Level (Advanced Subsidiary), A Levels (Advanced Level), OCR Nationals, FSMQ (Free-Standing Mathematics Qualification) and BTEC (both of these are vocational types of qualifications offered by OCR and Edexcel).

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 specification from the previous year, the Exams Officer must be informed. All candidates will be entitled and enabled to achieve an entry for qualifications from an external awarding body.

Decisions on whether candidates should not take an individual subject will be taken by the Headteacher in consultation with the Assistant Headteacher, Heads of departments, and the SENCO.

Exam Seasons and Timetables

Exam Seasons

- External exams are scheduled in May and June
- Internal exams are set throughout the year.

Timetables

- The Exams Officer will circulate the exam timetables for both external and internal exams once these are confirmed

Entries, Entry Details, Late Entries and Retakes

Entries

All candidates will be entered by the due date set by the board. It is the responsibility of the Head of Department and Head of Subjects to ensure that the correct lists are issued to the Exams Officer. A decision not to enter a student has to be approved by the Deputy Head responsible for Exams. TLR PP should also be consulted and kept informed. If it is agreed that a student will not be entered or will be withdrawn it is the responsibility of the Head of Department to inform parents in writing of the decision. if the student is withdrawn.

In some instances, the centre accepts external entries from former candidates. An exam service for external candidates is not provided.

Amendments/Change of tier

Withdrawals/amendments will be accepted by the Exam Officer (if approved) up to the date set by the board only if it's put in writing. Any late withdrawals/entries except in exceptional circumstances will be charged to the department.

Late Entries

Entry deadlines are circulated to Heads of Department via email and internal post.

Late entries are authorised by the Heads of subject, Heads of department and the Assistant Headteacher.

Retakes and Re-sits

Candidates in the Sixth Form may be permitted to:

- Retake GCSEs in English and/or Mathematics at the discretion of the Director of Sixth Form
- Re-sit AS or A2 units

Pupils who are persistently late for exams may not be entered for re-sits.

Retake decisions will be made in consultation with the candidates, subject Teachers, Heads of department, TLR PP and the Director of Sixth Form (See also section 5: Exam Fees).

Exam Fees

The School will pay for:

- GCSE initial registration and entry exam fees
- AS initial registration and entry exam fees
- A2 initial registration and entry exam fees

Late entry or amendment fees are paid by either the centre or the candidate depending on who is responsible for the late entry.

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 will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

Reimbursement will not be sought from candidates who sit extra language examinations in their home languages.

Retake fees are paid by the pupils or parent/carers (See also section 4.4: Retakes).

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry. (See also section 12.2: Enquiries about Results [EARs])

External Exams

The Exams Officer is responsible for the organisation and conduct of all external exams.

- a) Final confirmation of entry numbers and levels will be made with the department.
- b) All exam papers will be counted in by the Exams Officer and locked away under secure conditions.
- c) All sealed exam papers will be checked by the Exams Officer.
- d) No exam papers can be removed from the exam room before the end of a session.
- e) All exams will be conducted according to the rules laid down by exam boards and within the start and finish times determined by the board.
- f) Any misconduct or irregularity must be reported to the Exams Officer immediately, who will then inform the exam board concerned.
- g) In the absence of the Exams Officer at the end of any exam, papers will be collected and taken to the main office and given into the care of the Senior Administrator.
- h) Students will not be allowed to leave an exam unless their exam paper has been picked up and secured by an invigilator

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

The Disability Discrimination Act (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

It is the responsibility of the SENCO to liaise with the Exams Officer about the arrangements for candidates with Special Needs and will provide the necessary supporting evidence before deadlines for access arrangement applications. The Exams Officer will ensure requests for special consideration will be sent to the boards and process the replies. The SENCO will liaise with parents on the provisions granted by the exam boards for their child.

A candidate's special needs requirements are determined by the SENCO and the Educational Psychologist / Specialist Teacher. In the case of pupils with specific learning difficulties/visual impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations
- Rest periods
- A reader
- A scribe
- Enlargements/models
- A helper
- A prompter
- Separate room/invigilator
- Use of word processing/printing facility

The SENCO will inform subject Teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then

inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

Special arrangements can also be made for pupils to take their examinations outside school eg phobic pupils, M.E. sufferers. In these cases invigilation/examination rules must still be adhered to.

SENCO will inform the Exams Officer, who will communicate with the exam boards at the beginning of a course, if any pupil is to be given special arrangements for coursework which carries marks towards a final mark.

A separate room and invigilator are required for anyone/group with a reader and a separate room is required for an individual or group who is has use of a word processor or scribe.

Access Arrangements

The SENCO, in consultation with the Exams Officer will complete the special arrangement request forms for special needs candidates at the appropriate time and provide the necessary evidence to reach the exam boards on the stipulated dates.

Boards have a timetable of dates for the ordering of modified/-enlarged papers for NCTs and GCSEs which must be complied with.

The early opening and checking of special needs candidates' papers should be conducted in the presence of the Exams Officer only with the permission of the exam board, at an agreed time and any further enlargements/modifications completed by the designated person in good time for the start of the exam. In cases where extra time has been granted and the examination finishes after school hours, the candidates' papers will be given to the Exams Officer and locked away.

The necessary re-scheduling of internal and external exams for special needs pupils will be co-ordinated with the Exams Officer e.g. pupils who have extra time cannot fit two exams in one day.

Candidates with visual impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will be properly supervised at all times and have no contact with other candidates taking the same examinations.

Estimated Grades

Sometimes referred to as forecast grades, they are the subject teacher's judgment of the grade each pupil is likely to gain in an exam. They should be a realistic indication of each pupil's typical performance level, based on attainment rather than instances of unusual performance or effort.

The Heads of Department and the Heads of Subject will submit estimated grades to the Exams Officer when requested by the Exams Officer.

Managing Invigilators and Exam Days

Managing Invigilators

The recruitment of Invigilators is the responsibility of the Exams Officer.
Securing the necessary Criminal Records Bureau (CRB) clearance for new Invigilators is the responsibility of the Centre Administration.
Invigilators are timetabled and briefed by the Exams Officer.
Invigilators' rates of pay are set by the Centre Administration.

Exam Days

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationary and materials available for the Lead Invigilator.
Site Management is responsible for setting up the allocated rooms.

The Lead Invigilator will start all exams in accordance with JCQ guidelines. Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

In practical exams, subject Teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject Teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Department/available to staff 24 hours after the exam session.

For internal exams, Head of departments or Head of subjects must supply Exams Officer with all information regarding tier of paper. They must also supply Exams Officer with all mock paper question papers.

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 behaviour by candidates is 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 Main Reception/Sixth Form Reception will attempt to contact any candidate who is not present at the start of an exam and they will be dealt with in accordance with JCQ guidelines.

Clash Candidates

The Exams Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

Special Consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the Exam Invigilator, to that effect.

Any special consideration Claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Coursework/Controlled Assessments and appeals against internal assessments

It is the responsibility of each department to ensure all coursework is despatched at the correct time. Coursework will be despatched using the same method as for exam papers. Copies will be taken of audio or video coursework (arranged by the Head of Department) and kept in school. The department must have a copy of the marks awarded in case coursework goes missing in the post. All coursework must be securely kept and not returned to students for 1 year unless regulations allow work to be returned

Coursework/Controlled Assessments

The school is committed to ensuring that whenever their staff assesses pupils' work for external qualifications that the work will be assessed by performance as accurately and fairly as possible. Assessments will be conducted by staff who have appropriate knowledge, understanding and skills. Pupils' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If pupils believe that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. **Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.**

The existence of this procedure is made known to pupils by reference in a letter and at the start of examinations courses and in this examinations policy, which is available for inspection on request.

- a) Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
- b) Appeals should be made in writing to the Examinations Officer who will investigate the appeal. If the Examinations Officer was directly involved in the assessment in question, he/she will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise if the Exams Officer is not able to conduct the investigation for any other reason.
- c) The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the QCA. This will be done before the end of the series.
- d) The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.
- e) A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. **Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the school and is not covered by these procedures.** Details of the appeals procedure for the relevant awarding body are available from the Exams Officer.

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Heads of department will ensure all coursework/controlled assessments are ready for despatch at the correct time and the Exams Officer will keep a record of what has been sent when and to whom.

Marks for all internal assessed work are provided to the exams office by the Subject Teachers, Heads of Department .

The centre is obliged to publish a procedure on this subject, which can be found in section 13 below.

Word Processors and On-screen Assessments

Word Processors

The criteria FHS uses to award and allocate work processors for examinations which are considered as follows:

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology. The use of a word processor in exams and assessment is an available access arrangements/reasonable adjustment and will be applied as indicated in the JCQ AARA guidance. Where this is not applicable, in exceptional circumstances, the centre will allocate support relevant to the following information.

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

This may include where a candidate has, for example:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting;

The only exception to the above where the use of a word processor may be considered for a candidate would be:

- on a temporary basis as a consequence of a temporary injury at the time of the assessment;

- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates;

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENCo lead and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with the JCQ ICE regulations.

On-screen Assessments

Where an onscreen test is required to for administration on a computer/laptop or word processor, the centre will adhere to the guidelines outlined in the *JCQ ICE booklet at Appendix 1*.

Security: All requirements set out in the ICE booklet (4.1 & 4.2) will apply to all confidential materials relating to the administration and delivery of on-screen test.

The centre will have:

- the relevant software installed to administer the tests and demonstrate that the appropriate security systems are in place to prevent unauthorised access to the test/examination materials;
- electronic/test/examination materials stored securely;
- access in accordance to the test/examination materials as outlined by the awarding body's subject-specific instructions;
- candidate test password information stored securely and only given to candidates at the time of the examination with different passwords setup for each session if required;
- confidential printouts kept secure throughout the examination window and in compliance with the awarding body's retention requirements and the centre's archive policy;
- the confidentiality of candidate responses and candidate details kept secure;
- appropriate security systems and procedures in place to prevent candidates using computers/laptops in examinations having unauthorised external communication with other users of computer/laptops.

Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

GCSE and A Level Results

- a) Results will be available for collection the day notified by the exams boards only.
- b) When results are published examination staff will distribute results, be available to give guidance to pupils and prepare data for publication and monitoring purposes
- c) Candidates will receive individual results slips on results days in person at the centre.
- d) Results will not be given to pupils or parents over the phone, emailed or faxed.
- e) Arrangements for the school to be open on results days are made by the Head of Centre. The provision of staff on results days is the responsibility of the SLT.

Enquiries about results (EARs)

Enquiries may be requested by centre staff or candidates if there are reasonable grounds for believing there had been an error in marking. When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged. However, if the EAR results in a change of grade the fee will be reimbursed.

(See section 5: Exam Fees)

Access to Scripts

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

If a result is queried, the Exams Officer, Teaching Staff and Head of Centre will investigate the feasibility of asking for a re-mark at the centre's expense.

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.

Certificates

Certificates are collected and signed for by arrangement. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Certificates are not withheld from candidates who owe fees. The centre retains certificates for two years.

Internal Appeals about Internal Assessment Decisions

The Headteacher has nominated the Deputy Headteacher (Pupil Progress) to manage any appeals. This person is responsible for disseminating information to all candidates and their carers about the appeals procedure and for informing the Headteacher about the existence and outcome of such appeals.

- 1.1 An appeal should be made in writing and this should state the details of the complaint and the reasons for the appeal. This should be done within five working days of the candidate receiving the result of an internal assessment decision.
- 1.2 The Teacher concerned in making the assessment, which is subject to the appeal, should see a copy of the appeal and be able to respond in writing within two working days, with a copy sent to the candidate.
- 1.3 The Assistant Headteacher must respond in writing to the candidate within two working days of receiving the response from the Teacher concerned, or four working days from receiving the original appeal.
- 1.4 The candidate can see a personal hearing if he or she is unhappy with the written response. He or she must indicate a desire to have a hearing within two working days from receiving the written response. A hearing date must be set to take place not more than ten working days after receiving a request for a hearing. A candidate must be given at least three days' notice

of a hearing. All relevant documents must be made available to the candidate in advance of the hearing.

- 1.5 At the hearing the candidate should be allowed to be accompanied by a single carer or friend. The Assistant Headteacher (assessment) will present the case explaining the decision reached after the original complaint. The candidate will then present the case for the appeal. The evidence will be heard by a member of the Senior Leadership Team and a Governor (who may be a member of staff).
- 1.6 The outcome of the hearing and appeal will be communicated in writing to the candidate with reasons given for the outcome within five days of the hearing. The School will keep a record of all appeals.
- 1.7 The School will inform any Awarding Body if there is any change to an internally assessed mark as a result of an appeal.

External Exams

Decision about appeals for external exams need to be based upon:

- a) evidence that a pupil's result is significantly below expectations.
- b) pupils who are close to grade boundaries and a change would significantly benefit the school or departmental results.
- c) evidence that the overall results do not match the teacher assessment and there is a concern that the quality of marking was not adequate.
- d) concern that results between the two centres at AS/A level are significantly different as there were different markers.
- e) evidence that coursework has been significantly changed and the moderators report does not explain this.

Papers should be recalled when there is a concern that the department are not fully aware of why there has been underachievement for certain ability ranges or on certain papers.

Decisions to get re-marks or to appeal results needs to be approved by the Deputy Head responsible for exams ONLY.

The overall budget for appeals will need to be considered as these are expensive.

Exam Contingency Plan

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

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

This plan complies with JCQ general regulations in that:

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

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

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

Centre actions:

- School Admin Manager to cover role/task
- SLT to nominate a 'deputy' to cover a role/task
- Source alternative venues/facilities

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements

- evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

- SLT to nominate a 'deputy' to cover a role/task

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- SLT to nominate a 'deputy' to cover a role/task

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- *Failure to recruit and train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*
- *Invigilator absence on the day of an exam*

Centre actions:

- SLT to nominate a 'deputy' to cover a role/task

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- *Insufficient rooms available on peak exam days*
- *Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions:

- Source alternative venues/facilities

6. Failure of IT systems

Criteria for implementation of the plan

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

Centre actions:

- SIMS is backed up daily and all data is held on coded memory stick. Access to this information will be provided to the exams officer

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

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

Centre actions:

- Centre to communicate with parents, carers and students about the disruption to teaching time and provide appropriate work via Firefly

8. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- Centre will communicate with relevant awarding organisation to make them aware of the issue.
- Centre will then communicate solutions to parents/carers and candidates.

9. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions:

- Centre to inform awarding organisation of examinations to be affected

- Look where possible to provide alternative provision e.g. local community centres, schools

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- Centre to discuss alternative delivery of papers to the centre

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- Centre will communicate and organise alternative arrangements for delivery of scripts.

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- Immediate communication to be made with relevant awarding body
- Students, parents and carers to be informed by letter.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:

- Centres to contact awarding bodies and discuss alternative means of distribution

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

Further guidance to inform and implement contingency planning

Ofqual

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

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

JCQ

General regulations

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

Guidance on alternative site arrangements

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

Instructions for conducting examinations

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

A guide to the special consideration process

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

GOV.UK

Emergencies and severe weather: schools and early years settings

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

Teaching time lost due to severe weather conditions

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

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

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

Risk Assessment

Risk	Early warning	Control to prevent	Control to resolve
Invigilator does not turn up	Phone Call or scripts not collected	Invigilator timetables – sign tear off slip to confirm dates	On busy days have in place emergency invigilator (s) or EO to cover
Fire alarm goes off/Bomb Threat			Ensure invigilators are aware of policy. SLT to assist in maintaining security of exam. Allocate specific area for exams.
Student taken ill during exam			Invigilator aware of policy, first aider on call. Special Consideration for all students.
Bad weather or transport problems	Weather report	Possible delay to start of exam	Delay start, contact Awarding Body, isolation of candidates if late and hold staggered sessions if necessary. Special Consideration
Students do not turn up for exam		Student timetables and information from subject teachers	Main/Sixth Form Reception and Student Services to call home. Where do they sit and who invigilates.
Students turn up who are not entered		Subject teachers/HODs ensure entry checklists are correct	Find a paper, seat them, amend attendance list and make entry. Charge late fee to department. If recurring problem see SLT?
Cheating in the room	Invigilator reports problem	Warning to candidate and information from TLRs and tutor	Invigilator aware of policy, SLT on-call to deal with malpractice issue

Disruption in the room	Invigilator reports problem	Warning to candidate and information from TLRs/ tutors. Information from TLRs/tutors to EO re problem students in order to isolate.	Invigilator aware of policy, SLT on-call to deal with behavioural incidents.
Late arrivals	Phone call or just turn up late	Candidate timetable and information from TLRs/tutors	Invigilator aware of policy. Complete Late arrivals form.
EO does not turn up	Phone call	Regular meetings with line manager	SLT to have back-up policy
Exam room flooded	Check room, or invigilator reports problem	Regular premises checks	Find alternative accommodation. Special Consideration
Wrong entry made – incorrect paper		Subject teachers/HOD's ensure entry checklists are correct	Contact Awarding Body for copy of paper if necessary. Provide exam paper, seat and amend entry.
EO leaves/long term sick	Notification from EO	Regular meeting with line manager	SLT to have back-up policy
Curriculum model changes	Government white paper. Information from National Assessment Authority (NAA) and Qualification and Curriculum Authority (QCA) and Awarding Body's		Planning and Action Plan to implement changes.
Damage to office		Regular premises checks	Need Awarding Body's handbooks, new equipment, phone line and office space. Copies

			of relevant information from HOD's. Contact NAA field support for assistance.
System failure or power cut			Contact IT support or electrician and if necessary NAA field support officer for assistance. Contact Awarding Body to inform entries will be late.
Receiving inaccurate or late entry information		Subject teachers/HOD's ensure entry checklists are correct and on time.	Charge late fee to department. If recurring problem see Deputy Headteacher (Pupil Progress).
Change of syllabus and no notification	Pre-release material does not arrive. Materials arrive that are not expected.	Subject teachers/HOD's ensure entry checklists are correct.	Contact Awarding Body
Awarding Body communications systems fail	Papers do not arrive, on-line systems incorrect, difficult to contact by telephone.		Contact NAA to report problem. Give extra time for checking.

Emergency Procedures

The following action must be taken immediately in the event of a fire alarm.

- Pupils will be asked to stop writing and place their answer sheet on the top of any other papers.
- A note will be taken of the time, in the event of a false alarm they can be restarted with the appropriate additional time allowed.
- Exam Officer will make a full report of the incident.

A member of SLT/Exams Team will inform the Invigilators if the alarm is real or false wither by walkie talkie/phone or in person.

In the event of an evacuation

- a) The Invigilators will identify which group they are going to take charge of. Any spare invigilators will be allocated to the largest of the groups. Bags will be left and no candidate should be allowed to remove anything especially mobile phones.
- b) Pupils to remain **SILENT** at all times and not to speak to each other as they are still under exam conditions.
- c) Each Invigilator will escort the pupils they are in charge of to the evacuation area. When they get to the evacuation area the pupils should be counted again.
- d) Member of SLT will go to the evacuation area in order to maintain discipline.

Venue	Evacuation Area
Main Hall	Kitchen Area and Area between main and pupil gate (or as advised).
LRC First and Ground Floor	
SEN Room	
Sixth Form Classrooms	On the side of Astro Turf away from all pupils.
Sports Hall	MUGA

- e) The Lead Invigilator will have with them the master room layout which has the details of everyone who should be present.
- f) The Lead Invigilator will check with each group that all pupils are accounted for and that discipline is being maintained.
- g) When the "all clear" has been confirmed then the Invigilator escorts their **(still silent!)** pupils quietly back to the examination room. They must ensure that they are back at the correct desk.

In the event of lockdown

A different alarm will sound to the fire alarm.

Before an examination

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

- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the Exams Team (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- The Exams Officer will collate the information from all exam 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 to hand to seal up cracks around doors and any vents into the room

During an examination

If a lockdown is required during the exam/when candidates are in the exam 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 exam desk
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Exam Team (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 pupils 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 Exams Officer will collate the information from all exam rooms and forward this to the Head teacher immediately
 - The Exam Team 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 exam/as candidates are leaving the exam room, the following procedure will be employed:

- Invigilators will:
 - stop dismissing candidates from the exam room
 - instruct candidates who have left the room to re-enter the exam room

- instruct candidates to remain silent and hide under examination tables
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (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 exam 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 Exams Officer will collate the information from all exam rooms and forward this to the Head teacher 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/SLT entering each exam 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 exams officer/SLT
 - Where applicable and if advised to do so by SLT/ 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 exam conditions and allow a settling down period
 - recalculate the revised finish time(s) to allow for the full exam time
 - tell the candidates to turn their papers over and re-start their exam
 - amend the revised finish time(s) on display to candidates
 - note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)