



Lady Margaret School

Examinations Policy and Procedures

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The purpose of this examination policy 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 guideline for all relevant staff.
- 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.

This examination policy will be reviewed by the Senior Leadership Team (SLT) and Examinations Officer.

1. Examination Responsibilities

Headteacher

The Headteacher is the Head of the Centre who is accountable to the awarding bodies for ensuring that the Centre is compliant with the published JCQ regulations in order to ensure the security and integrity of the examinations/assessments at all times.

It is the responsibility of the Head of Centre to ensure that the Centre:

- Respond to the National Centre Number (NCN) Register annual update **by the end of October** in each academic year, confirming they are aware of and adhering to the latest versions of JCQ regulations applicable to examinations sat in that academic year.
- Must be familiar with the entire contents of the JCQ 'Instructions for conducting examinations' and 'General regulations for approved centres'.
- Take all reasonable steps to maintain the integrity of the examinations/assessments.
- Deliver qualifications as required by the awarding body, in accordance with relevant equality legislation.
- Advise on appeals and review of results (RoR).
- Report all suspicious or actual incidents of malpractice. Refer to the Joint Council for Qualifications (JCQ) document *Suspected Malpractice* in Examinations and Assessments.

Manages Conflicts of Interest by informing the awarding bodies, before the published deadline for entries, of:

- any members of Centre staff who are taking qualifications at their own Centre 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; and

maintains 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.

The head of centre **must** ensure that the records 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. They might be requested in the event of concerns being reported to an awarding body. The records must 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.

Senior Leadership Team (SLT)

- Must be familiar with the entire contents of the JCQ 'Instructions for conducting examinations'.
- Must be familiar with the entire contents of the JCQ 'General regulations for approved centres'.
- Undertake annual training as provided by the Exams Officer to keep abreast of annual changes to all JCQ regulations.

Internal Governance Arrangements:

Name of SLT member with delegated responsibility for running exams:

Sarah Webber, Deputy Headteacher.

Examinations Officer:

Manages the administration of public and internal examinations and the publishing of examinations results:

- Advises the SLT, subject teachers, form tutors and other relevant support staff on annual examination timetables and application procedures as set by the various Awarding Bodies.
- Conduct training for SLT on annual changes to the 'General Regulations' and 'Instructions for Conducting Examinations'
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations 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 examination timetable that will affect them.
- Consults with teaching staff to ensure that necessary non-examination assessment (NEA) is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all examination papers and completed scripts.
- Administers Access Arrangements and Special Considerations regulations
- Identifies and manages examination timetable clashes.
- Accounts for income and expenditures relating to all examination costs/charges.
- Organises the recruitment, training and monitoring of a team of examination invigilators responsible for the conduct of examinations.
- A record of Invigilator training must be kept on record and be available for inspection
- Prepares and presents reports to the SLT showing results, submits electronically candidates NEA marks, tracks dispatch and distributes returned NEA to departments and any other material required by the appropriate Awarding Bodies.
- Arranges for dissemination of examination results and certificates to candidates and processes, in consultation with the SLT, any appeals/review of results (RoR) requests.
- Maintains systems and processes to support the timely entry of candidates for their examinations.

Heads of Department

- Guidance and academic oversight of candidates who are unsure about examination entries or amendments to entries.
- Involvement in post-result procedures.
- Accurate completion of non-examination assessment (NEA) mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadline as set by the Examinations Officer.

SENDCo

- Notification of Access Arrangements.
- Identification and testing of candidate's requirement for Access Arrangements.
- Provision of additional support – with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of a foreign language, IT equipment – to help candidates achieve their course aims.

Invigilators

- Supervision of examinations according to JCQ guidelines.
- Distribution of examination papers and other material from the examinations office before the start of the examination.
- Collection of all examination papers in the correct order at the end of the examination and their return to the examinations office.
- Preparation of papers for despatch by the Exams Officer

Candidates

- **Being aware of and** understanding examination and non-examination assessment regulations and signing a declaration that authenticates the non-examination assessment as their own.

Administrative Staff

- Support for the input of data.
- Posting of examination papers.

2. Statutory Assessment

The statutory test and qualification offered at this centre are decided by SLT.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year.

At Key Stage 4

All students follow a programme of study leading to GCSE examination. The Level 3 Free Standing Mathematics Qualification (FSMQ) is offered to selected students.

Post-16

Post-16 students follow a programme of study leading to GCE qualifications (for the majority three A levels over two years). The Extended Project Qualification is offered to selected students. Candidates may be entered for additional Admissions Tests required for certain university courses.

3. Examinations Seasons and Timetables

Examinations Seasons

Internal examinations will be set for Years 7- 10 and Year 12 in the Summer term;

Mock Examinations for Years 11 and 13 are scheduled for the Autumn and Spring Terms.

Public examinations are scheduled for the summer series.

All internal examinations are held under external examination conditions.

Admissions Test for certain university courses (e.g. BMAT) are taken in the Autumn Term, save for the STEP Mathematics examinations which takes place in the Summer Term.

Timetables

The Examinations Officer will circulate the examinations timetables for both external and internal examinations once these are confirmed.

4. Entries, Late Entries and Retakes

Entries

Candidates are selected for their examinations entries by the Senior Leadership Line Managers with the heads of department. The current Awarding Body deadline is 21 of February each year.

A candidate or parent/carer may request a subject entry, change of level or withdrawal, although the final decision rests with the Headteacher. If agreement on this point cannot be reached, the candidates will be charged for their entry.

The School does not accept external candidates for examinations.

Late Entries

Entry deadlines are circulated to heads of department.

Late entries may only be authorised by the Examinations Officer in consultation with the Headteacher. These may incur a fee.

Retakes

Candidates are not allowed retakes in GCSE or A Level qualifications.

5. Examination Fees

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

A Level initial registration and entry examination fees are paid by the centre.

Where the School supports a candidate's application to university courses where additional admissions tests are required (e.g. BMAT) the initial registration and entry examination fees are paid by the school.

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.

Late entry or amendment fees are to be paid by departments, if this is outside of any fee-free amendment period where it is offered by Awarding Bodies.

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

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

Post-examination fees

Candidates must pay the fee for review of results (RoR), should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry. (See also section 12.2: Review of Results [RoR]).

6. The Equality Act 2010 and Special Educational Needs

Equality Act 2010

The Equality Act 2010 extends the application of the special needs and Access Arrangements to general qualifications. All examination centre staff must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the Act, always taking into account the need to protect the integrity of the examination as an overarching principle.

Special Educational Needs

A candidate's special need requirements are determined by the SENDCo and the educational psychologist/specialist teacher based on information from professionals/teachers.

The SENDCo 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 SENDCo can then inform individual staff of any Access Arrangement that individual candidates may be granted during the course and in the examination.

7. Access Arrangements

Making Access Arrangements for candidates to take examinations is the responsibility of the SENDCo in conjunction with the Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCo in conjunction with the Examinations Officer.

Alternative accommodation outside the main examinations room for Access Arrangement candidates, where necessary and if possible operationally, will be arranged by the Examinations Officer.

Invigilation and support for Access Arrangement candidates will be organised by the Examinations Officer with the SENDCo.

The Centre must refer to the relevant awarding body's instructions when completing the word processor cover sheet (Form 4) as different arrangements apply.

Procedures for Access Arrangements:

Head of centre will appoint a suitably qualified assessor as per Chapter 7 in the AA booklet. Head of centre must ensure that evidence of the assessor's qualifications is obtained at the point of employment and **prior** to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualification (s) must be held on file for inspection purposes. (A.A.7.3.4).
A copy of the assessor qualifications can be found in the front of the current year Access Arrangement file.

Name of Assessor: Kim Walsh
Qualification Held: Master of Arts in Specific Learning Difficulties (dyslexia)

Candidates identified for possible access arrangements will be seen by the centres appointed assessor. Students will be assessed in Years 9-11 for GCSE, mainly in Year 10. A Level students will be assessed mainly during Year 12.

Processes to check that the correct procedures are followed as per Chapter 7 of the JCQ Access arrangements booklet:

- Appoint a qualified Assessor as per JCQ instructions (Chapter 7 AA book)
- The SENDCo must arrange for the candidate to be assessed by an assessor
- The SENDCo must provide the assessor with background information on the candidate, i.e. a picture of need has been painted as per Section A of Form 8.
- The candidate must be assessed in light of the picture of need
- The assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional
- The assessor must carry out tests which are relevant to support the application. For example, if the candidate requires a reader but does not have writing difficulties, there is no requirement to carry out tests of writing skills
- Current editions of nationally standardised tests which produce standardised scores must be used
- Results must be given as standardised scores which use a mean of 100 and a standard deviation of 15

8. Statement: Word Processor use for Examinations

The use of a word processor in public examinations is a Centre-assessed Access Arrangement. Decisions regarding their allocation to students will be made by the SENDCo in consultation with teaching staff, and SLT where appropriate.

Word processor use will not be granted to students solely because they would prefer to type, are faster using a word processor than handwriting or because they use a laptop, Chromebook or other word processing device in lessons.

Word processing arrangements will be granted to students where it is their normal way of working in lessons.

Please see **Appendix 3** for the **Policy on Word Processor use for Examinations**. A signed copy of this statement by the Head of Centre is kept by the Examinations Officer.

9. Managing Invigilators and Examination Days

Managing Invigilators

Invigilators, employed by the school, will be used for examination supervision. They will be used for most mock and all public examinations. Invigilators are to be fully trained in the regulations set out by JCQ. Invigilator training is the responsibility of the Examination Officer.

The recruitment of invigilators is the responsibility of the Human Resources Officer in conjunction with the Examinations Officer.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the School Human Resources Officer.

DBS fees for securing such clearance are paid by the school.

Invigilators are timetabled and briefed by the Examinations Officer.

Invigilator's rates of pay are set by the School.

Examination Days

The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other examination stationary and materials available for the invigilator(s).

Site Management is responsible for setting up the allocated rooms.

Normally, the Examination Officer will start all examinations in accordance with JCQ guidelines.

The People Present:

(Please also see **appendix 6, page 32**)

Senior Leadership Team members **who have not had overall responsibility for the subject department and/or preparing the candidates for the examination(s)**, may be present at the start of the examination(s). When entering an examination room, the senior member of Centre staff must identify themselves and their purpose for being there to the Invigilation staff and/or Exams Officer. This is to:

Senior members of centre staff have a very clear role. Principally:

- Identify and settle candidates and instil discipline
- Check that the candidates have been issued with the correct question papers for the day, date, time, subject, unit/component and tier entry
- Check that the candidates have the necessary equipment and materials, i.e. calculators, preliminary material, anthologies or set texts where permitted;
- Start the examination

Senior Leadership members **must not** provide advice and guidance with regard to the completion of the examinations. They must not comment on the question paper or advise on which questions should be attempted.

In practical examinations, subject teachers may be on hand in case of any technical difficulties.

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Heads of Department not earlier than twenty-four hours after the examination session.

10. Candidates, Procedure for verifying the identity of all Candidates, Clash Candidates and Special Consideration

Candidates

Procedure for identify all candidates at the time of the examination or assessment (GR 5.9)

- All candidates are to line up in the playground in row order and in order of the seating plan
- The Head of Year will identify and register each student and send them row by row into the examination room
- Year 13 should also wear their lanyards which will then be placed face up on the desk in the examination room

Candidates must follow the regulations set out by JCQ (ICE Booklet) whilst they are attending the Centre. These are distributed to the candidates at various points during the academic year. Furthermore, all candidates must follow the School's rules on acceptable dress and behaviour.

Communication devices such as mobile phones, smart watches, iPods and tablets, are strictly forbidden and must not be brought into the examinations room. A breach of this kind has serious consequences for the candidates who will be referred to Awarding Bodies for malpractice.

At the end of the examination candidates must put any loose additional answer sheets in the order they answered the questions and insert them into the answer booklet. They must not remove any paper/s from the exam room.

Candidate's personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the examination room for a genuine purpose (e.g. toilet break) requiring an immediate return to the examination room, in which case an invigilator must accompany them and no time will be added for time taken out of the examination room.

The Examinations Officer will attempt to contact (via Reception desk) any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

Clash Candidates

The Examinations Officer will be responsible as necessary for identifying escorts, a secure venue and, where overnight supervision is required, securing parental agreement in accordance with JCQ guidelines.

Special Consideration

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

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

The Examinations Officer will then complete a special consideration application to the relevant Awarding Body within the application window. All evidence must be signed by a member of the Senior Leadership Team. Late applications for special consideration will only be accepted in exceptional circumstances and evidence must be produced by SLT.

11. Non-Examination Assessment (NEA) and Appeals Against Internal Assessments

Appeals may be made to the School regarding the procedures used in internal assessment, but not against the actual marks or grades submitted by the School for moderation to an Awarding Body

Lady Margaret School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents. Please also see appendix 5, NEA Risk Management Process.

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

1. Lady Margaret School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Lady Margaret School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Lady Margaret School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Lady Margaret School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Lady Margaret School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing.
6. Lady Margaret School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Lady Margaret School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Lady Margaret School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request.

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

Non-examination Assessment (NEA)

Candidates who have to prepare materials for assessments should do so by the centre-defined date.

Heads of Department will ensure all coursework is ready for dispatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided electronically via the School's Management Information System to the Examinations Office by the Heads of Department. Heads of Department may delegate the input of these results to members of their department

12. Results, Review of Results (RoR) and Access to Scripts (ATS)

Results

Candidates will receive individual result slips on results days in person at the Centre or by post to their home addresses, if they provide an appropriately stamped address standard envelope well in advance of Results Day. Results may be collected on behalf of a candidate by a third party, provided they have been authorised in writing by the end of the summer term to do so. Identification (e.g. passport, driver's licence) will be required.

Arrangements for the school to be open on results day are made by the Head of Centre. Results will not be communicated to candidates by telephone under any circumstances.

The provision of staff on results days is the responsibility of the Head of Centre.

Review of Results (RoR)

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

If the centre does not support an ROR, a candidate may apply to have an enquiry carried out for a fee. If a candidate requires such an enquiry against the advice of subject staff, they will be charged. (See section 5: Examination fees).

- Students, who wish to have a paper reviewed, will have to pay the school the current fee set using the Awarding Bodies fees document. These charges are accurate at time of publication of this policy but may change according to the Examining Bodies pricing policies.
- To have a paper reviewed, students have to submit the appropriate completed form to the Exams Officer, along with a cheque made payable to "Lady Margaret School" or cash for the correct fee.
- Students who request a remark must understand that their marks/grades could go DOWN as well as UP.
- Students should be aware that the marks awarded to papers are NOT normally changed, as they have already been marked and checked 3 times. Therefore, there should be a good reason for a review of marking.
- Students and teachers should be aware of the deadlines for particular services, which is the 20 September for non-urgent applications or seven days after results day for urgent applications, which are available to A Level candidates where a grade change may affect their University place only.

Access to Scripts (ATS)

After the release of results, GCE and GCSE candidates may ask the Examinations Officer to request the return of papers within three days of the results being issued. Candidates and Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates should be obtained. These requests for scripts should be made before the annual deadline according to the appropriate fee and time schedule. Review of results cannot be applied for once an original script has been returned.

13. Certificates

Certificates may be collected in person and must be signed for upon receipt.

A third party may collect certificates on behalf of a candidate, provided they have been authorised to do so in writing by the candidate. Suitable photographic identification (e.g. passport) will be required. The centre retains certificates for five years.

14. Security of Scripts Procedure

Key Holders:

- 1) Exams Officer/ Deputy Headteacher
- 2) Site Care

The locations of the keys are in a coded key safe in the Exams Officer's Office. Only Key holders are privileged to the combination.

All examination papers and packages marked with the 10142 centre number should be signed for and locked in the secure cupboard in reception. A record of receipt should be logged in the Examination Delivery log kept at reception.

- The Examinations Officer should be notified immediately of any arrival of official examinations material.
- The Examinations Officer will immediately open and check the contents against the despatch notices and inform the respective board of any discrepancies.
- The Examinations Officer will log the arrival of all documents.
- The Examinations Officer will immediately lock away all confidential materials in the strong room, in the appropriate secure filing cabinets in date order, ready for use on the appropriate day. The Examinations Officer will check the papers against the entries to ensure that the correct number has been delivered and take steps to obtain any shortfall.
- Papers for an examination will be kept securely under lock and key until the day and session of the examination. The papers will be checked and signed by two people to verify that the papers are correct for the day, subject and time **before** being removed from the secure storage.
- Papers for satellite rooms will be opened and divided within the secure storage. The papers will be resealed in a bag for distribution.
- Examination papers will be opened in the examination room by the Exams Officer and distributed by invigilators to the candidates in accordance with JCQ regulations as directed in the "ICE" booklet (Yellow Book).
- The candidates will not be allowed to start the examination early without the consent of the Examinations Officer.
- No candidate will leave the examination room before the designated finish time of the examination. In the case of illness, the candidate will be accompanied to another room by an invigilator.

- The integrity of the examination will be preserved at all times, even in the event of an emergency evacuation.
- After the completion of each paper, the candidate's script will be collected by the invigilators in the appropriate manner, checked and packaged in the examinations room and taken to reception to be placed in the secure cupboard ready to be collected and signed for by Parcellforce following the agreed procedures and collection times for completed scripts.
- Should there be any discrepancy or irregularity, the Examinations Officer should be called immediately.

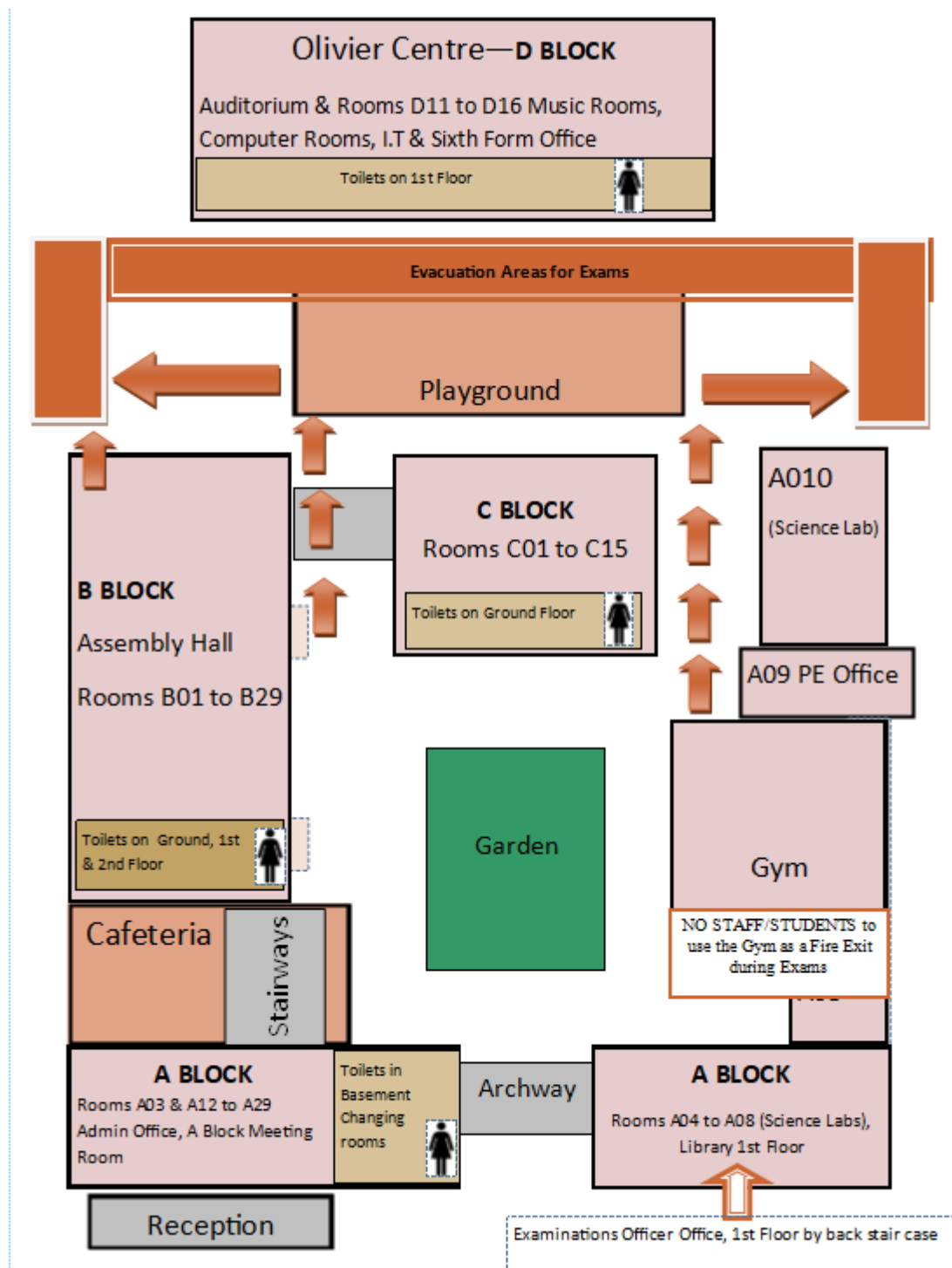
15. Emergency Evacuation Procedure for Examinations

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

All invigilators are to ensure that they complete the '**Invigilators Emergency Evacuation Rota**' before each exam session. This is to determine who takes what role if there was an emergency evacuation, ensuring a controlled evacuation. The following roles are:

1. One invigilator to communicate with the students. The examination should be stopped immediately. The students are to be reminded that they are under exam conditions, they are to close their scripts and must stay silent. **The scripts are to stay in the exam room.** No bags or personal belongings should be taken from the examination room with the candidates.
 2. One invigilator to make a note of the time the exam was stopped and collect the seating plan/register to be used for roll-call.
 3. One Invigilator is to lead the candidates out of the exam room. Evacuate row by row. As far as is reasonable, the candidates should be kept in isolation at the rear, either side of the playground depending where the exam room is. Candidates should be kept under strict supervision by the invigilators at all times, ensuring that they do not communicate with one another
 4. One invigilator is to be the last person in the exam room.
 5. All other invigilators to stagger their exit and escort the candidates to the playground ensuring the candidates do not talk.
- If the exam is in the Gym, one invigilator is to go outside the door nearest the Science classrooms to direct staff/students to exit via the archway. **In order to preserve the integrity of the exam, no unauthorised students/staff are allowed to walk through the gym/hall to exit the building when the room is under exam conditions.**
 - If it is safe to go back then an Invigilator/Exams Officer needs to be the **first** person to enter the examination hall before the candidates enter.
 - On returning to the examination room, the examination should be restarted. Allow the candidates the full working time set for the examination.
 - If appropriate and there are only a few candidates, consider the possibility of taking the candidates (with questions papers and scripts) to another place to finish the examination.
 - Log the emergency and make a full report of the incident and of the action taken.
 - Should the Invigilators feel that a particular candidate has been unduly disrupted, then the Examination Officer should be notified in order to apply for special consideration.

Lady Margaret School Evacuation Plan for public examinations.



16. Procedure for Late Entry of Candidates to the Examination Room

- Candidates will already have been informed of the various stages of late entry to the examination room during the briefing session before the examination period.
- Any candidate arriving late for an examination must report to the Examinations Officer BEFORE going to the examination room to avoid any disruption to that examination.
- The invigilators will be aware of the following procedures for candidates who arrive late.
- A candidate will be considered very late if they arrive more than one hour after the Awarding Body's published starting time for an examination which lasts for more than one hour.
- A candidate who arrives after the start of an examination may be allowed the full time for the examination under appropriate invigilation.
- If a candidate is late for a good reason (a sudden illness or transport difficulties), the board will accept the candidate's paper provided it is satisfied that the security of the examination has been maintained.
- If a candidate is admitted to the examination room within one hour of the start of the examination, but before the scheduled finish time, the candidate must be warned that the Board may not be prepared to accept the paper.
- If a candidate is admitted to the examination room after one hour of the start of the examination, the candidate must be warned that the Board may not be prepared to accept the paper.
- If a candidate arrives after the scheduled finishing time of the examination, the candidate will be recorded as absent and will not be allowed to take the examination. The candidate must be informed that no marks will be awarded for the component.
- If a candidate arrives in the afternoon for a paper which had been arranged for the morning session, the candidate may be allowed to sit the examination at the published time provided the candidate has had no contact with candidates who sat the paper earlier. The awarding body will then decide whether or not to accept the script.
- In all cases of lateness to an examination, the Examinations Officer will complete the necessary forms for appropriate awarding bodies. The invigilators will not need to send away any forms with the scripts.
- Invigilators should read section 12, invigilation arrangements in the JCQ Instructions for conducting examinations.

Community Languages Policy

- Examination entries in Community Languages are offered by the school to Years 11-13. Only those languages for which Awarding Bodies accept entries may be applied for, and it should be noted that the variety of languages is not extensive.
- Candidates will be asked to express an interest in taking a community language (i.e. a subject not taught in curriculum time) during the autumn term. This will involve signing up for a language and attending a meeting. The Head of Modern Foreign Languages makes the initial decision on whether a candidate should be entered and liaises with the Examinations Officer.
- Candidates are required to be tutored privately in their chosen community language in order to prepare for the demands of the examination process.
- It is the candidate's responsibility to organise an oral examiner. The examiner will need to arrange a suitable date and time with the Exams Officer to conduct the oral exam
- It is the candidate's responsibility to find out the correct exam entry details from the awarding body website and fill in these codes on the application form
- All entries will be made on condition that the candidate maintains satisfactory performance in all subjects in the School Curriculum. The Head of Year/Director of Sixth Form will make the recommendation and the Senior Leadership Team the final decision on whether entries will be made on behalf of a candidate.
- The school always reserves the right to withdraw an entry. Withdrawals can be made up to the 1st April. Withdrawals up to this date will not incur any charges. No refunds are issued for withdrawals after this date.
- Candidates must pay for their community language exam entries including an administration fee of £10.
- The school does not normally accept external candidates for examinations in Community Languages, unless an arrangement has been made through the Head of Centre or Head of Modern Foreign Languages of another school.

Exam Boards used:

AQA
Pearson
OCR
WJEC



Lady Margaret School is committed to ensuring that all students, including those with a disability achieve their potential and that they are successful. We recognise that we have a duty towards disabled candidates as defined under the terms of the Equality Act 2010. We will explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to ensure that students with a disability are not disadvantaged.

Objectives

The purpose of this policy is to detail how the school facilitates access to exams and assessments for SEND candidates, as defined under the terms of the Equality Act 2010. This will be carried out by outlining staff roles and responsibilities in relation to:

- Identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- Requesting access arrangements
- Implementing access arrangements and the conduct of exams

Definition of Disability: The Equality Act 2010

Disability is a 'physical or mental impairment which has a 'substantial' and 'long-term' adverse effect on the ability to carry out normal daily activities'.

Policy

- The Equality Act 2010 (previously Disability Discrimination Act, DDA), Special Needs and Access Arrangements extends the application to general qualifications.
- All exam Centre staff must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the law.
- A candidate's special needs requirements are determined by the SENDCo. The SENDCo will inform the Exams Officer of candidates with special educational needs who are embarking on a course leading to an exam.
- Access Arrangements - identifying the candidates eligible for Access Arrangements is the responsibility of the SENDCo. Submitting completed Access Arrangement applications to the awarding bodies is the joint responsibility of the SENDCo and the Exams Officer.
- Rooming for Access Arrangement candidates will be arranged by the Exams Officer.
- Invigilation and support for Access Arrangement candidates will be organised by the Exams Officer.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Head of Centre.

The School will take every available step to ensure that students with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:

- Students who suffer injury just before, or during, the exam period will be offered appropriate exam rooms where necessary and will comply with exam regulations
- The Exams Officer should be notified if there are any exceptional health issues.
- Any specialised equipment will be provided.

- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- All invigilators will be briefed on the Equality Act 2010 and trained in any necessary disability issues
- Should the student require any Access Arrangements this will be processed by the SENDCo and supported by the Exams Officer as soon as they are made aware of the need and by the deadlines set by the relevant Awarding Body.
- Specialist equipment will be provided by the School should there be a need, for example, use of a word processor or modified papers.
- Should the disability require the aid of a scribe or a reader, this will be provided by the school. Invigilators will be trained on the requirements of a scribe or a reader.
- Ensure Invigilators are aware of any emergency evacuation procedures that may need to be in place for candidates with a disability who may need assistance.

Possible Disabilities and Centre Solutions.

Type of Disability or Disadvantage	Centre Solution
Use of crutches for broken leg or other lower limb complaint	The Gym is used as the main exam hall which is on the ground floor. Students will be sat close to the entry/exit doors.
Broken arm / collar bone / finger or other such complaint	The Centre will arrange for candidates to have a Scribe, laptop and/or extra time for the exam.
Generally feeling unwell	The Centre may be able to arrange for the candidate to sit the exam in a room on their own (invigilation staff permitting) and candidates will be allowed rest breaks without penalty to the overall exam duration. If an alternative room is unavailable then it is advisable to sit the candidate near the exit.
Visual disability	All exam rooms in the Centre are well lit. Candidates are permitted the use of their coloured film overlays as required or may have their exam script photocopied onto designated coloured paper before the start of the exam. Candidates with a visual impairment may wish to receive large print exam scripts. These candidates would be given 2 desks in order to accommodate the additional exam material.
Hearing disability	Candidates may have the use of a live speaker for pre-recorded exam components, or a sign language interpreter. Candidates will be accommodated in a room on their own.
Learning disabilities	Candidates within the Centre are assessed and permitted the use of a Scribe, Reader and/or Extra Time as recommended by the Centre's SENDCo.
Physical disability	Ensure that the exams hall is accessible. If entering and exiting an exams room would be an issue then an alternative room will be sourced. The school will aim to ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.
Medication	Candidates that need to take medication during an exam, should liaise with the Examination Officer in advance. All medication should be bagged and labelled with the name of the person for whom it is intended. This will be placed on the invigilator's desk and can be requested in need.
Diabetes	A list of candidates that have diabetes is on the invigilator's desk in all locations. Should a candidate need to test their sugar levels during an exam, they should be allowed to do so. A bag of food, glucose tablets etc. is supplied. Rest breaks should be recorded.



Statement: Word Processor use for Examinations:

The use of a word processor in public examinations is a Centre-assessed Access Arrangement. Decisions regarding their allocation to students will be made by the SENDCo in consultation with teaching staff, and SLT where appropriate.

Word processor use will not be granted to students solely because they would prefer to type, are faster using a word processor than handwriting or because they use a laptop, Chromebook or other word processing device in lessons.

Word processing arrangements will be granted to students where it is their normal way of working in lessons.

The purpose of this policy details how the centre manages and administers the use of word processors in examinations and assessments.

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2019-2020* and ICE to JCQ *Instructions for conducting examinations 2019-2020*.

Principles for using a word processor

Lady Margaret School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their '**normal way of working**', which is defined as support:
 - in the classroom (where appropriate); or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests/examinations
 - mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

The use of a word processor

Lady Margaret School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that 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 avoids the difficulty of visually tracking between the question paper and screen

- (AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

Lady Margaret School complies with ICE 8.8 *Word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

During the Examination

- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also

supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way

- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own



Examination-related Contingency Plan

This plan examines the potential risks which may arise and cause disruption to the managements and administration of the Public Examinations at Lady Margaret School. In line with the Joint Council for Qualifications requirements to hold such a plan, scenarios with issues and actions have been set out below:

Scenario	Issues	Actions
Exams Officer has to self isolate due to Covid 19	<ul style="list-style-type: none"> All aspects of exam planning and implementing 	<ul style="list-style-type: none"> All SLT to take upon the Exams Office online training course Current ICE booklet to be read by all SLT SLT can follow instructions set out in the Examinations Guidelines month by month created by EO. I:\NEW - Examinations\General\Examinations Guidelines Month by Month.docx Copies of all key exam information is kept in the red folder in the EO office SENDCo to brief all SLT on current access arrangements. See list that is sent round. Paperwork in folders
Exam Room – lack of appropriate rooms or main venues unavailable at short notice	<ul style="list-style-type: none"> 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 expected incident at exam time. 	<ul style="list-style-type: none"> Seek alternative accommodation within school – B Block second floor, Oliver Centre Classrooms. Contact our fall back evacuation location, Kensington Prep School, and follow the evacuations procedures.
Failure of IT systems	<ul style="list-style-type: none"> MIS system failure at final entry deadline MIS system failure during exams preparation MIS system at results release time 	Exams Officer and IT Manager to liaise with Examinations Boards as to appropriate action.
Disruption of teaching time – centre closed for an extended period	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	<ul style="list-style-type: none"> Implement computer based learning. Teachers to use google classroom
Centre unable to open as normal during the exams period	Centre unable to open as normal for scheduled examinations. In the event that the HOC decides the centre	<ul style="list-style-type: none"> Exams Officer to liaise with Head of Centre and to inform awarding bodies.

	cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.	<ul style="list-style-type: none"> Headteacher and Exams Officer to explore alternative local venues.
Candidates unable to take examinations because of a crisis – centre remains open	Candidates are unable to attend the examination centre to take examinations as normal.	Consideration would be given on an individual basis as to why they were unable to attend the examination centre. Special consideration may be applied for.
Disruption to the transportation of completed examination scripts	Delay in normal collection arrangements for completed examination scripts	Scripts remain securely stored in exams office or Exams Officer transports them to the Post Office by collection by Parcelforce.
Scenario	Issues	Actions
Assessment evidence is not available to be marked	Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked	Exams Officer to contact awarding bodies for advice.
Centre unable to distribute results as normal	Centre is unable to access or manage the distribution of results to candidates, or facilitate post-results services.	Exams Office to contact awarding bodies for advice.
Teaching staff extended absence at key points in the exam cycle	Key tasks not undertaken: <ul style="list-style-type: none"> 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. 	Line Manager and Exams Officer to liaise with remaining teaching staff.
Invigilators – lack of appropriately trained invigilators or invigilator absence	<ul style="list-style-type: none"> Failure to recruit and train sufficient invigilators to conduct exams Invigilator shortage on peak exam days. Invigilator absence on the day of an exam 	<ul style="list-style-type: none"> Recruitment and Training is done well in advance. Exams Officer to cover absences or shortages with assistance from the Cover Manager

Examination disrupted by prolonged evacuation

Issue - Emergency Alert where an evacuation of the building is necessary, e.g. bomb scare, flooding.

Actions - Remove candidates to defined evacuation area reminding them that they are still held under examination conditions

Criteria:

In assessing whether to continue the examination, the following factors need to be taken into consideration:

- The length of time that has passed since the official start time.
- Whether the minimum time for remaining in the examination has passed to maintain the integrity of the examination.
- The amount of time left to complete the examination(s).
- Whether there is sufficient time to complete the examinations before another session starts.
- Whether continuing the examination take candidates over the session limit of 3 hours, taking particular care to consider candidates with Access Arrangements which include extra time.

The Head of Centre, or their nominated deputy, should decide whether it is appropriate to continue the session using the criteria set out above. In making this decision, the Head of Centre, or their nominated deputy, must be satisfied that communication between candidates has not taken place outside of the examination room. **Only if completely satisfied that no communication whatsoever has taken place must candidates be allowed to continue the examination.**

If the session is to be abandoned, this will be either:

- Because of consideration of the criteria above,
- Because re-entry to the premises cannot be secured, or
- Because the risk of communication between students, which would invalidate the examination, cannot be eliminated.

In many cases, the examination will have to be abandoned. If so:

- The Examinations Officer should take the first opportunity to contact the relevant Awarding Body and then seek to apply for Special Consideration for all the candidates involved.
- Partially completed papers should be sent to the relevant Awarding Body as usual, unless the Awarding Body has specifically requested that papers should not be submitted.

Extended absence of the Exams Officer at key points in the Exam Cycle

Issue: 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 bodies 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, room 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.
 - Candidate's 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.

Actions

- **Read the Exams Officer month by month guidance:**
I:\NEW - Examinations\General\Examinations Guidelines Month by Month.docx
- Manage the resources which may be done within school. Liaise with the Network Manager.
- Contact 3BM for assistance with compiling and transmission of examination entries, amendments, NEA marks and results.
- In extremis, employ a temporary examinations officer to cover the role.

SENDCo extended absence at key points in the exam cycle

Issue: Key tasks 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 by the deadlines.
 - Evidence of need and evidence to support normal way of working not collated.
- Pre exams
 - Approval for Access Arrangements not applied/or 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 available and/or trained.
- Exam Time
 - Access Arrangement candidate support not arranged for exam rooms.

Actions: Deputy Head (Pupil Progress) to liaise with Exams Officer over SENDCo absence.



Lady Margaret School NEA Risk Management Process

Appendix 5

Example risks and issues	Possible remedial action		Staff (use "RACI" to determine who should be listed)
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	SLT i/c Curriculum and HoDs
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	SLT i/c Curriculum with HoDs
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	Exams Officer, Cover Supervisor, HoDs
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		Cover Supervisor, Exams Officer, HoDs, ICT
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of schedule assessment date in all cases	Book It equipment well ahead and download tasks before scheduled date of assessment	HoDs, Exams Officer, Network Manager
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	HoDs with Exams Officer
Loss of task details in transmission	Download tasks well ahead of schedule assessment date	Report loss to awarding body for replacement; download again	HoDs

Lady Margaret School NEA Risk Management Process

Example risks and issues	Possible remedial action		Staff (use "RACI" to determine who should be listed)
Absent Candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session (s) for candidates		HoDs (Exams Officer)
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	SLT i/c Curriculum, Exams Officer, HoDs
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Exams Officer with HoDs and Teachers
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	GCSE – HoDs EPQ – CW
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure Teaching staff/assessors understand nature of controlled assessments and their role in supervision		Exams Officer, SLT i/c Curriculum, HoDs and Teachers
Suitable supervisor has not been arranged for an assessment where teaching staff/assessor are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification		Exams Officer and Cover Supervisor

Lady Margaret School NEA Risk Management Process

Example risks and issues	Possible remedial action		Staff (use "RACI" to determine who should be listed)
Task Setting			
Teaching staff/assessor fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Exams Officer, SLT i/c Curriculum, HoDs
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Exams officer, SLT i/c Curriculum, HoDs
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain difference assessment tasks	HoDs
Candidate's work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HoDs
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HoDs
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action	HoDs and Teachers
Deadlines for marking and/or paperwork not met by teaching staff/assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HoDs

Lady Margaret School NEA Risk Management Process

Example risks and issues	Possible remedial action		Staff (use "RACI" to determine who should be listed)
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HoDs
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HoDs and Teachers
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoDs
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged	HoDs (with Exams Officer)

Appendix 8 Notice to centres: The people present in the examination room

Produced on behalf of AQA, CCEA, OCR, Pearson and WJEC

The JCQ awarding bodies wish to provide further guidance and clarity on the role of centre staff in the examination room, other than exam officers and invigilators.

Section 17 of the *Instructions* provides clarity on who may be present in the examination room.

The head of centre has a duty to maintain the integrity of the examination and to ensure that fully trained invigilators are in place for examinations and on-screen tests.

Invigilators must have been trained to undertake their duties (see section 12 of the *Instructions*).

Rules relating to centre staff other than exams officers and invigilators

Senior members of centre staff approved by the head of centre, who have not taught the subject being examined, may be present at the start of the examination(s). When entering an examination room, the senior member of centre staff must identify themselves and their purpose for being there to the senior invigilator and/or exams officer.

Senior members of centre staff have a very clear role. Principally:

- to assist with the identification of candidates;
- to deal with any disciplinary matters;
- to check that candidates have been issued with the correct question paper for the day, date, time, subject, unit/component and tier of entry if appropriate;
- to check that candidates have the appropriate equipment and materials for the examination;
- to commence the examination.

Under no circumstances may members of centre staff:

- be present at the start of the examination and then sit and read the examination question paper before leaving the examination room;
- enter the examination room with the intention of accessing the examination question paper;
- have access to the examination question paper unless this is specifically requested by either the exams officer or an invigilator. For example, a possible printing error has been identified and, in the absence of an erratum notice, the exams officer needs this verified by the relevant subject teacher before reporting the issue to the awarding body;
- give any indication of their opinion of a question paper to candidates, verbally or otherwise, having been asked to inspect the content;
- communicate with candidates, (except in timed Art tests and timetabled CCEA and WJEC GCE A2 Science Practical examinations or where maintaining discipline in the examination room). This constraint extends to coaching candidates, reminding candidates which section(s) of the question paper to answer or which questions they should answer;
- enter the examination room and approach candidates, either to prompt them to make an attempt at the examination or to provide support and encouragement;
- enter the examination room and read candidates' scripts.

Support and encouragement may be offered at any point up until the time that candidates enter the examination room. From that moment onwards they are under formal examination conditions and the strict protocols must be adhered to.