

Public Assessment Policy

Date written / last reviewed:	January 2026
Full Governors Approval Required:	Yes
Date approved by sub-Committee:	January 2026
Date adopted by Local Governing Body:	January 2026
Date of next review:	January 2027

Aim

The aim of this policy is to ensure the operation of an efficient exam system with clear guidelines for all relevant staff. It ensures the planning and management of exams is conducted efficiently and in the best interest of candidates, being compliant with JCQ regulations for approved centres. It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. This exam policy will be reviewed annually by the Assistant Headteacher responsible for exams and the Examinations Officer.

Purpose of this policy

The centre is committed to running the exams management and administration process effectively and efficiently, and is compliant with JCQ regulations for approved centres. This exam policy will ensure that:

- Students are given the opportunity to demonstrate the highest achievement of which they are capable.
- All centre staff involved in the exams process will adhere to the Equality and Diversity policy
- All centre staff involved in the exams process clearly understand their roles and responsibilities in relation to public assessments
- The school conducts all exams and assessments in accordance with JCQ and awarding body regulations, guidance and instructions thus meeting the requirements of examination security and integrity
- The school is properly equipped to undertake the administration of exams including data processing and a results service
- Students undertake examinations knowing what is expected of them in terms of preparation and behaviour.
- Students are aware of decisions about withdrawing an examination entry, having full knowledge of the implications for their careers or further education.

1. The Qualifications offered

The qualifications offered at Waldegrave are agreed by the Headteacher, Deputy Headteacher and the Heads of Departments. This will vary in any academic year according to statutory obligation; needs of candidates and resources available (including courses available in the local area). Waldegrave School aims to offer courses appropriate to the age and ability of all students and to maintain a breadth and balance in their curriculum.

For KS4 the offer of qualifications to a cohort of students is planned in consultation with students and parents/carers during the spring term of Year 9. The Deputy Headteacher works to ensure each student has an appropriate choice; some students may opt for a course at a local centre (e.g. a vocational or technical course at a local college).

For KS5 the offer of qualifications to a cohort of students is planned in consultation with students and parents/carers during the enrolment after GCSE results. The Head of Sixth Form works to ensure each student has an appropriate choice.

2. Roles and Responsibilities towards Public Assessment

These roles and responsibilities apply for all public assessments (including NEA) and as appropriate for formal mock examination periods as indicated in the school calendar each year. Mock examinations are conducted as far as possible with the same rules and regulations to ensure that students are prepared for the public assessment season.

Head of Centre

- Responsible for the school as an exam centre
- Advise on appeals when a review of marking has been unsuccessful
- Responsible for reporting all suspicions or actual incidents of malpractice. (Refer to the JCQ document *Suspected malpractice in Examinations and Assessments*)

Examinations Officer (EO)

- Manages the administration of public and internal exams (please see job description)
- Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables, application procedures and necessary timelines as set by the various awarding bodies
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Updates the Exam section on the School website and VLE with relevant exam information and timetables
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with HoDs to ensure that necessary non-examination assessment (NEA) is completed on time and in accordance with JCQ guidelines and is responsible for the administration of Linear GCSEs including entering students' 'cash-in' codes for the terminal exam series.
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all exam papers and completed scripts
- Administers access arrangements as instructed by the SENCo and makes applications for special consideration using the JCQ publication 'Access arrangements, reasonable adjustments and special consideration' to the appropriate exam boards with all supporting evidence
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges
- Line manages the invigilation team, organising the recruitment, appropriate training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Submits candidates' NEA marks, tracks dispatch and stores returned work and any other material 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
- Notifies all staff and parents of a candidate's entitlement to Exam Access Arrangements once confirmed by the Exam Boards

Deputy Head - Curriculum

- Match the curriculum offer to need of candidates

- Support candidates with choice of courses
- Oversee arrangements for students who attend courses in other centres
- Oversee withdrawals from courses
- Responsible for Public Relations and the publishing of school results on the school website and in local / national newspapers

Assistant Headteacher - Exams Responsibility

- Responsible for Public Assessment procedures and oversight of all arrangements
- Ensures that Waldegrave School complies with statutory guidance
- Manages the Examinations budget
- Support and enable the EO in her role
- Advise staff on their roles and responsibilities regarding examination and controlled assessments.
- Shares information regarding examinations including timetables and regulations with students and parents
- Ensure JCQ guidelines for exams and controlled assessments are followed by all stakeholders
- Arrange protocols and timetable for Results days in conjunction with the Directors of Key Stage 4 and Sixth Form as appropriate

Head of Key Stage

- Liaise with Head of Year to review exam entries, withdrawals and arrangements for vulnerable students
- Work with the Assistant Headteacher - Examinations to ensure that students are aware of their responsibilities and timetables.
- Ensure that members of Key Stage Team are aware of their responsibilities
- Notify the examination officer of any circumstances that may be relevant to applying for special consideration in any examination or over the series.
- Be present throughout the examinations season to support students and staff
- Be present for results days to review outcomes and support staff and students
- Provide instructions with clear deadlines for those students wishing to take university admission tests.

Head of Year

- Inform parents regarding withdrawal from examinations
- Support HOKS and exams team with communicating exam expectations to students and parents
- Communicate requirements for exam with tutors
- Be present throughout the examinations season to support students and staff
- Notify the examination officer of any circumstances that may be relevant to applying for special consideration in any examination or over the series.

Form Tutors

- Display exam timetable and seating plans in the form room.
- Keep students informed of all communications concerning exams and assessments
- Administer the distribution of personalised student timetables to tutees for external exams in liaison with Examinations Officer instructions
- Register students before an exam, ensure uniform and equipment is in accordance with exam guidelines and escort students to exam venues
- Support HOY in lining students up and keeping order
- Notify the examination officer of any circumstances that may be relevant to applying for special consideration in any examination or over the series.

Heads of Department:

- Be aware of qualifications available in their subject area, consulting with the Deputy Headteacher to make an appropriate offer of qualifications to candidates
- Develop appropriate schemes of work to meet syllabi requirements and incorporate regular internal assessments to prepare students for public assessments
- Produce rigorous mock examination papers to prepare students for their public examinations
- Coordinate the marking and moderation of mock examinations for their department, providing training as required.
- Ensure all exam code entries and tiers are correct
- Liaising with the teachers in their department to make sure that all candidates are entered for the correct exams/tiers thus producing accurate and timely information for exam entries and adhering to deadlines set by the Examinations Officer and awarding bodies.
- Authorising any late entries if needed/withdrawals in liaison with Assistant Head (exams) or the Deputy Headteacher
- Directs students and parents to the Exam section on the School website and VLE which has relevant exam information and timetables
- Organise NEA in line with the JCQ document 'Instructions for conducting Non-examination Assessments'.
- Submit all NEA scores to the Exams Office by the deadline set
- Be aware of and ensure access arrangements for any candidates who have these are in place for internal exams or for controlled assessment
- Inform parents/carers of tier changes after distribution of individual examination timetables
- Be present when students line up prior to an exam to provide moral support and advice, and be available at the start of examinations to support and resolve any student issues (e.g. student believes they have been entered for the wrong paper) as required
- Be available or delegate a member of the department to either attend or be readily accessible on GCSE and A level Results Day to address student exam related concerns and subject specific queries
- Check results and initiate any necessary Enquiries about Results (EARs) or Access to Scripts (ATS) within timescales provided by the Examinations officer

Teaching staff

- Support HoD with intervention, entry and tier decisions
- Prepare students and administer NEA in line with JCQ guidelines
- Identify and then notify SENCo/Examination Officer of any concerns regarding individual students who may need access arrangements requirements (as soon as possible after the start of the course)
- Mark and moderate mock examinations
- Notify the examination officer of any circumstances that may be relevant to applying for special consideration in any examination or over the series.

SEnCo

- Responsible for advising Examinations Officer on candidates who need support/special arrangements.
- Understands the contents, refers to and directs relevant centre staff to JCQ publication 'Access Arrangements and Reasonable Adjustments'
- Works with teaching staff, support staff (members of the individual learning department), and exams office personnel to ensure that approved access arrangements are put in place for internal school tests, mock examinations and examinations

- Ensures support staff are trained to effectively support and meet the needs of students with access arrangements during examinations and controlled assessments (within JCQ guidelines)
- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements thereby ensuring quality assurance of the administration of the assessment process to ensure access needs are met and put in place
- Gathers evidence to support the need for access arrangements for a candidate, liaising with teaching staff to gather evidence of normal way of working of an affected candidate
- Leads on identifying and testing candidates to establish requirements for access arrangements and will sign all Form 8 applications for access arrangements to reflect this
- Leads on the use of the Access Arrangements online to process applications online for candidates requiring access arrangements ensuring all appropriate evidence as per JCQ regulations is in place to support the application. This is done in collaboration with the access arrangements assessor and examinations officer
- Work with teaching staff to identify the most appropriate published format of modified papers which will enable the candidate(s) to access their examinations
- Ensures all access arrangements are processed and approved by the published deadlines listed on p2 of the Access arrangements and Reasonable Adjustments document
- Gathers signed data protection notices from candidates
- Responsible for keeping relevant paperwork through an accurate record of evidence on file which supports all access arrangements in place for JCQ inspection purposes.

Lead invigilator/invigilators

- Responsible for conduct of examinations in and around the examination rooms. (Please see Lead invigilator job description and invigilator job description.)
- Attend training, update, briefing and review sessions as required
- Follow the procedure for verifying candidate identity
- Seat candidates in exam rooms as instructed by the exams officer and the seating plan
- Maintain the integrity of the exam venue in accordance with the JCQ ICE book
- Conducts exams in every exam room as instructed in training/update events and briefing sessions
- Collect exam papers and other material from the exams office before the start of the exam
- Ensure candidates who arrive very late are directed to the exams officer
- Record any incidents or irregularities on the exam room incident log, including but not limited to, candidate or centre staff suspected of malpractice, candidate illness, disruption or disturbance in the exam room and emergency evacuation
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- In the event of an emergency follow the procedure for emergency evacuation of the exam room

Key Stage Hub Staff

- Support with the distribution and sharing of timetables and seating plans for mock examinations and public assessments
- Notify the examinations officer of any information regarding the absence or lateness of any student taking part in public examinations.
- Notify the examination officer of any circumstances that may be relevant to applying for special consideration in any examination or over the series.

Administrative staff

- Recording the delivery and dispatch of exam papers
- Advising the exams officer immediately on receipt of exam materials and ensure they are securely stored until collected by the Examinations Officer.

Students

- Read and adhere to JCQ guidelines on conduct of examinations and NEA (provided to students in advance of examinations)
- Speak to the Examinations Officer as soon as possible if at any stage during the exam course they have concerns about procedures used for NEA
- Meet deadlines for NEA.
- Cooperate with teachers and HoDs regarding exam entries; resits and intervention as necessary.
- Check own statements of entry and seating plans
- Adhere to exam expectations that are communicated through both the school and JCQ document, Information for candidates for written examinations
- Understand NEA regulations and sign a declaration that authenticates the NEA as their own
- If requiring access arrangements sign the data protection notice which means they are agreeing to share personal data through the Access Arrangements online service
- Inform the centre of any circumstances which may require special consideration to be applied for within the guidelines of the JCQ publication Access Arrangements, Reasonable Adjustments and Special Consideration
- If wishing to be entered for University Admission tests, to follow instructions and meet deadlines as set out by the Head of Sixth Form, check entry details before the final deadline and take responsibility for attending on the day(s) of the tests.

Parents/Carers

- Discuss the responsibilities of their child regarding JCQ regulations on conduct of examinations and NEA
- Check statement of entry for their child and contact EO regarding any queries
- Support child in attending all examinations, arriving on time and with appropriate equipment
- Support school in ensuring that their child completes all NEA by the school deadlines to best of ability
- Support school regarding decisions about examination entry and tiers.
- Inform the centre of any circumstances which may require special consideration to be applied for within the guidelines of the JCQ publication Access Arrangements, Reasonable Adjustments and Special Consideration
- If their child wishes to be entered for University Admission tests, to follow instructions and meet deadlines as set out by the Head of Sixth Form, pay any required fees and check entry details before the final deadline and take responsibility for their child attending on the day(s) of the tests.

3. Conflicts Of Interest

In line with JCQ guidelines, The Examinations Officer will request the identification of any member of staff who could have a conflict of interest, due to having access to privileged information or is responsible for making decisions about assessment outcomes, and could potentially use that information, or their position to give an unfair advantage to a close friend or relative entered for an examination.

'Related People' are those with whom the member of staff has a close relationship. It would certainly include spouses, children and siblings, but would also include close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece, etc., would count if the contact with that person was close and frequent.

- All staff are required to declare a conflict of interest as outlined in the request.

Where staff declare an interest, the Examinations Officer will:

- Record the steps taken to manage the risk (e.g. removing access to secure storage, altering invigilation)
- Keep records of the names, relationships, the nature of potential conflicts and if appropriate the names and centres of 'related people'.
- Keep records of any staff entered for an examination/assessment in the exam season.
- Notify awarding bodies of any staff entered for an examination.
- Notify awarding bodies of members of staff (including invigilators) who have access to the centre's secure storage and have 'Related People' sitting examinations.
- Notify awarding bodies of members of staff who are involved in making decisions for 'Related People' with regard to centre marked and externally moderated components/units.

The Examinations Officer will refer to JCQ and awarding bodies guidelines for further information and forms.

The remainder of this policy is separated into sections for ease of access.

[SECTION A - Administration of Examinations](#)

[SECTION B - Administration of Non-examined Assessments \(NEA\)](#)

[SECTION C - Access arrangements](#)

[SECTION D - Contingency Planning](#)

[Appendix 1: Public Assessment Policy - Appeals](#)

[Appendix 2: Public Assessment Policy](#)

SECTION A - Administration of Examinations

1. Exam Seasons and Timetables

Exam seasons

Public exams are scheduled throughout the year according to published timetables. Internal mock exams and assessments are scheduled throughout the year and students are notified in advance when these are by tutors and the HoY.

Timetables

In advance of each exam season (mock and external), examination timetables are provided by the Examinations Officer to students, staff and parents. Parents receive details of examination arrangements through email and this is also published on the school website. For examinations outside of the main summer season the details are also published in the weekly bulletin (as these exams may cause disruption to regular teaching).

Exam Clashes

If a student has a clash in their timetabled public examinations, the examinations officer will explain the options available to the student. These options will be in line with the most recent JCQ regulations. The Examinations Officer will be responsible for supervising escorts, identifying a secure venue and making overnight arrangements where necessary. The Examinations Officer will keep parents/carers informed of any special arrangements.

2. Entries, Early Entries, Late Entries and withdrawals

Entries

Students are entered for appropriate examinations in all subjects where they have followed the course and completed NEA requirements. Where required, Heads of Department are responsible for determining and communicating the appropriate tier of entry. Candidates or parents/carers may request a review of subject entry or a change of tier but the decision lies with the school.

In some circumstances parents/carers might request to pay for a private entry to an exam. The school will decide whether this can be accommodated considering the impact on other qualifications being studied and on needs and capacity during the exam season.

Waldegrave School accepts a limited number of requests for examination entries from private external candidates. The requests are only accepted if there is no impact on the examinations for Waldegrave students. The costs of entries and administrative fees for private external candidates are fully covered by the candidate, and are to be made before entries are completed.

Early Entries

Early entry to exams are considered where appropriate and are decided by the Head of Department. Examples are:

- Early entry to a Modern Foreign Language (e.g. Arabic / Persian / German – when spoken in the home)
- Special Talents (e.g. art or music – where the candidate has exceptional talent or has had training outside of school)

Early entry should not be considered where the estimated grade is below the potential of the student.

Parents may be asked to contribute towards the costs of administering early entry qualifications.

Late entries

The Examinations Officer informs HoDs of entry deadlines. Late entries are costly and are to be avoided. Late entries may be required where a change of course has been decided – usually in consultation with HoD, HoY and AHT.

Withdrawals

A candidate will be withdrawn from an exam where they have not covered a sufficient amount of the course or not met entry requirements (e.g. non-completion of controlled assessment). A candidate may also be withdrawn for pastoral reasons, this will be decided by the Deputy Headteacher in consultation with the Head of Key Stage, HoY and HoD.

If a student's entry in any subject is in doubt there must be an initial concern form completed by the subject teacher in consultation with the HoD at the earliest possible opportunity and passed to the HoY. The SENCo should also be consulted as a student may need an IEP or other intervention such as supervised study time. Targets for improvement should be set. If, after intervention, there is no improvement, the Deputy Headteacher makes a final decision. The Deputy Headteacher will inform the Examinations officer and other key staff of the decision.

3. Exam Fees

The centre will pay all normal exam fees associated with GCSE and GCE entries on behalf of Waldegrave candidates. 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. Departments may be charged for late withdrawals or changes which incur a cost to the school.

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

Parents may be asked to contribute towards the costs of early entry qualifications such as a modern foreign language.

The costs of entries and administrative fees for private external candidates are fully covered by the candidate, and are to be paid in full before entries are completed.

4. Exams Disability Procedures and Access Arrangements

During examinations, it is normal and natural for students to feel anxious and stressed and in the majority of cases, students should not require special exam access arrangements.

[Section C](#) details the procedures Waldegrave School have set out to:

“recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

(Quote taken directly from chapter 5.4 of the current JCQ publication General regulations for approved centres)

5. Invigilation and Exam Sessions

Invigilation

- All public exams are invigilated by external invigilators.
- The recruitment and training of invigilators is the responsibility of the Examinations Officer.
- All invigilators must undergo safeguarding training.
- All invigilators must have current DBS checks.
- Invigilators are timetabled and briefed by the Examinations Officer.
- Invigilators' rates of pay are set by the centre administration.

Exam Sessions

- Examinations Officer will book rooms and arrange set up and signage by the caretakers.
- Examinations Officer will have made the seating plans; question papers, other exam stationery and materials available for the invigilator.
- Invigilators ensure JCQ signs are displayed and rooms are correctly set up.
- Candidates leave personal belongings in lockers and the centre accepts no liability for their loss or damage.
- The Key Stage Attendance officer to notify Examinations Officer of any known student absence (e.g. parent's phone call)
- Tutors check for: writing on arms or hands, labels on bottles, non-permitted items.
- Tutors register candidates and escort them to exam rooms and help HoY and HOKS to line them up in silence and lead into the room.
- Lead invigilator will check attendance and an invigilator takes a message to Student Services. Examinations Officer checks attendance in small rooms.
- Key Stage Attendance Officer to attempt contact any candidate (and parents/carers of student) who is not present at the start of an exam, maintain a record of these efforts and then communicate with the examination officer in accordance with JCQ guidelines.
- Lead invigilator will start all exams in accordance with JCQ guidelines.
- HoD will be present just outside examination rooms at the start of the exam to reassure students and to resolve issues (e.g. student believes they have been entered for the wrong paper)
- 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. Teaching staff cannot have access to external examination question papers until the Examinations officer officiates this.
- The Examinations Officer will distribute papers to HoDs at the appropriate time.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case an invigilator must accompany them.

6. Identification of candidates

- All internal candidates are identified on seating plans, and have photographs on their candidate number cards in the examination venues
- Further to this, all internal candidates have identification cards and are known to the school staff who monitor entrance to the examinations.
- Invigilators check that the students are sitting in the correct places on the seating plans and check candidate information is correct on examination scripts

- External candidates sign in at school reception, where their photograph is recorded on the visitors badge, which must be on display during their time on site.
- External candidates will be asked for additional photographic identification as required, for example passports or driving licences.

7. Special Consideration

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

8. Results

The Headteacher is responsible for the school to be open on results days and the provision of staff on the day.

The Assistant Headteacher (exams) is responsible for planning for the day and for publishing timings – including on website.

Before results day :

- the Examinations Officer downloads results from awarding bodies and prepares individual result slips for students
- Examinations Officer and Head of Key Stage produce summary statistics for Headteacher, LT and governors
- Deputy Headteacher coordinates press and publicity
- Examinations Officer and Head of Key Stage ensure data is uploaded to relevant systems for access by staff including HoDs and HoYs
- HoDs prepare analysis for teachers and for Head for the start of the new academic year

Students can receive individual results slips on results day in person, or through their school email account. Where a student is unable to attend, they may be collected by another party provided written authorisation is presented.

9. External Appeals Procedure (Post Results Services)

Documentation about Post Results Services will be provided to students and parent when results are published. Most processes provided by the examination boards are chargeable. Students or parents/carers will be required to pay for any charged post-results services, except in exceptional circumstances.

Candidates should refer to the JCQ publication "A guide to the awarding bodies' appeals process" which sets out in detail the processes for appealing against JCQ awarding bodies. This can be accessed at <http://www.jcq.org.uk/exams-office/appeals>. The details of procedures in place are based on this and the JCQ publication Post Results Services found at <http://www.jcq.org.uk/exams-office/post-results-services>

Candidates are advised to initially ask for access to scripts before asking for the submission of a review of marking.

- If a candidate is dissatisfied with examination results and has reasons to suspect they are not accurate, an enquiry about results must be made first.
- A parent / carer or student who wishes to make an enquiry about results must contact the Examinations Officer by email (or written request) as soon as possible after the results have been issued. Information relating to post results services will be published on the school website with relevant deadlines and fees for awarding bodies. This information will also be available on both GCE and GCSE Results Days for candidates.
- An ROR may be requested by staff or candidates (or their parents/carers) at Waldegrave School, if there are reasonable grounds for believing there has been an error in marking. Parents/carers are expected to pay the required fees before the ROR is submitted.
- If the candidate (or their parent/carer) believes there are grounds to appeal against Waldegrave School's decision not to support an enquiry, an appeal can be submitted to the centre using the internal appeals form at least 5 working days prior to the internal deadline for submitting an ROR.
- In the event of any ROR service, the candidate must give consent, and sign a consent form before the ROR service can be applied for by the Examinations Officer
- If an original hard copy script has been returned to the centre under the Access to Scripts service, it cannot form part of an enquiry about results or a subsequent appeal
- The centre submits all enquiries about results and access to scripts electronically by the deadline(s) in accordance with the JCQ Publication Post-Results Services
- Processing of EAR and ATS is the responsibility of the Exams Officer

Appeal procedure following the outcome of an enquiry about results

If doubts remain about the accuracy of the results, following the enquiry about results process, the head of centre should refer initially to the regulators' Code of Practice and the JCQ publication Post Results Services. If after consulting these documents, the centre is convinced that the awarding body has not followed due procedures, it is possible to submit an appeal with the procedures set out in JCQ A guide to the awarding bodies' appeals process

- All candidates are made aware of the outcome of enquires of results electronically by the Examination Office
- Where the head of centre is satisfied after receiving the outcome of an EAR, but the candidate and/or their parents/carers are not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct representations to an awarding body
- The internal appeals form should be completed by the candidate and submitted to the centre within 10 calendar days of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the candidate on submission of the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the candidate by the centre
- If an original hard copy script has been returned to the centre under the Access to Scripts service, it cannot form part of an enquiry about results or a subsequent appeal.

Centre staff may choose to request candidate scripts for review for teaching and learning purposes. This will be charged to departments if there is a fee. However, the consent of candidates must be obtained and this process will be shared with all parties at results time.

10. Certificates

Official Qualification certificates are sent by the awarding bodies several months after results day. These are collated by the Examinations Officer and prepared for collection by students. Students are invited to Waldegrave to collect controlled assessment and other materials, certificates are also collected at that time. Students must sign for their certificates.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Authorisation must be confirmed by the Exams Officer before collection of certificates, and must consist of the written authority from the candidate and the third party must bring suitable, photographic identification with them.

Certificates are withheld from candidates who owe fees.

Students who lose their certificates may request duplicate certificates from the individual awarding bodies/ This is not the responsibility of Waldegrave School and Waldegrave will not bear the cost.

Any certificates not collected on the collection date are retained by Waldegrave for one year.

11. Re-sits

A request for a resit must be made to the Examinations Officer, and is only considered for current and ex Waldegrave students. This will be dependent on the subject, administration and facilities required as to whether this can occur. The Exams Officer will consult the AHT in charge of exams to finalise decisions regarding resit requests on a case by case basis.

SECTION B - Administration of Non-Examined Assessment (NEA)

Aim

To be accountable for the safe and secure conduct of GCSE controlled assessments/Internal Coursework/Non-Examination Assessments. Ensure assessments comply with JCQ guidelines and awarding body's subject-specific instructions

Responsibilities

Assistant Headteacher (with responsibility for exams)

- Coordinate a schedule of controlled assessments with heads of department/subject to support students in managing deadlines and ensure resource requirements are in place to facilitate the delivery of these
- Ensure this schedule is incorporated into the main school and assessment calendar for staff
- Accountable for the safe and secure conduct of controlled assessments/Internal coursework/Non-Examination Assessment
- Ensure that all parties are aware of JCQ guidelines and their own roles and responsibilities
- Ensure an internal appeals policy for controlled assessments is available to candidates

SENCo

- Ensure access arrangements have been applied for and provided for controlled assessment components
- Work with teaching staff to ensure requirements for controlled assessments are met for candidates with access arrangements.

Heads of Department

- Decide on the awarding body and specification for a GCSE or A level
- Plan for controlled assessment (contribute to whole school plan including the calendar)
- Accountable for the safe and secure conduct of controlled assessments
Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), share this with subject teachers involved in the delivery of controlled assessments within JCQ guidelines ensuring that such materials are always stored securely by the department
- Ensure that all candidates and supervising teachers sign authentication forms on completion of an assessment
- Ensure that individual teachers fully understand their responsibilities regarding controlled assessment
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes and any other subject specific instructions

- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements
- Keep all Controlled Assessment/Non-Examination materials secure and provide secure storage for candidate's controlled assessment work
- Arrange for opportunities for students to catch-up or improve controlled coursework
- Assign a named person responsible for overview of the internal standards in relation to internal coursework/controlled assessments/non-examination assessments
- Ensure that marking is accurate and that work is internally moderated
- Ensure accurate completion of controlled assessment submissions and authentication sheets
- Arrange for teachers to share marks with students in line with regulations and in sufficient time for deadlines for internal appeals
- Prepare samples for external moderation and meet all deadlines
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. If an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Supply to the exams office details of all unit codes for controlled assessments
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*, *Instructions for conducting coursework* and *Instructions for conducting non-examination assessments*
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are always stored securely
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Contribute to internal moderation and submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark scheme provided by the awarding body.
- Share marks with students in line with regulations and in sufficient time for deadlines for internal appeals
- Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded
- Retain candidates' work securely between assessment sessions (if more than one)
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain work of candidates securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the SENCo for any assistance required for the administration and management of access arrangements

Exams officer

- Enter students for individual units before the deadline for final entries

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use and collect and send marksheets to awarding bodies before deadlines.
- In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team

Student

- Read the JCQ notice to candidates and adhere to the guidelines.
- Follow directions from staff and produce work commensurate with their ability
- Sign the authentication sheet.
- If at any stage during the course they have concerns about procedures used in assessing internally marked work they should see the Examinations Officer as soon as possible.

Internal Appeals Procedure

Waldegrave School is committed to ensuring that whenever staff assess students' work for external qualification; it is undertaken fairly and consistently and in accordance with the Specification for the qualification concerned.

[Appendix 1](#) outlines the procedures followed by Waldegrave School to ensure this occurs.

SECTION C: Access Arrangements and Exams Disability Procedures

AIMS

This procedure details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, 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

The Equality Act 2010 definition of disability

A detailed definition is provided on page 4 of the current JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.

The clear starting point in the statutory guidance is that disability means “limitations going beyond the normal differences in ability which may exist among people.” The need must be “substantial” (more than minor or trivial) and “long term” (has existed for 12 months or more). All exam centre staff must ensure that the access arrangements and examination access arrangement regulations and guidance are consistent with the latest JCQ publications.

PROCEDURES

1. Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including General Regulations and Access Arrangements and Reasonable Adjustments
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file

AHT with responsibility for exams

- Are familiar with the entire contents of the annually updated JCQ publications

SENCo

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures the quality of the access arrangements process within the centre
- Ensures the assessment process is administered in accordance with the regulations
- Leads on the access arrangements process to facilitate access for candidates
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the Exams Officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis

Teaching staff

- Inform the SENCo of any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication Access Arrangements and Reasonable adjustments

2. Requesting access arrangements

Roles and responsibilities

SENCo

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Follows guidance in Access Arrangements and reasonable adjustments Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Makes an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)

- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains candidate files that include:
 - o completed JCQ/awarding body application forms and evidence forms
 - o appropriate evidence to support the need for the arrangement where required
 - o appropriate evidence to support normal way of working within the centre
 - o in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff and Exams officer regarding any appropriate modified paper requirements for candidates
- Liaises with the Exams officer to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for GCE and GCSE; JCQ Form 7 or Form VQ/EA), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication General Regulations and is aware of information contained in Access Arrangements and Reasonable adjustments where this may be relevant to the Exams Officer role
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

3. Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication Instructions for conducting examinations (ICE).

Head of Centre

- Supports the SENCo, the Exams Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)

- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Liaises with the Exams Officer regarding facilitation and invigilation of access arrangement candidates in exams

Exams Officer

- Is familiar with and follows the Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations provided in the current ICE
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Rooming for access arrangement candidates will be arranged by the Examinations Officer
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Invigilation and support for access arrangement candidates will be organised by the SENCo in consultation with the Examinations Officer

Other relevant centre staff

- Support the SENCo and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

4. Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body. “Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA.’” (Quote taken from the JCQ publication Instructions for conducting non-examination assessments – Foreword, page 3).

SEnCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates

- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

Examination Officer

- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required

5. Internal exams

These are exams or tests which are set and marked within the centre; normally a precursor to external assessments.

SENCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

Examination Officer

- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

Access Arrangements requiring note

The use of word processors/Laptops/Computer Access

The centre will

- Allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- Award the use of a word processor to a candidate if it is appropriate to their needs. Needs may include
 - A learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
 - A medical condition
 - A physical disability
 - A sensory impairment;
 - Planning and organisational problems where writing by hand
 - Poor handwriting (AA 5.8.4)
- Only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- Consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- Consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams, etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- Provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will 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 (AA 5.8.4)
- grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)

Exceptions

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

- In the event of 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 (AA 4.2.4)
- Where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Centre specific processes

- Responsibility for allocating word processors for the purposes of examinations and assessments falls to the SENCo, using the criteria described above

- Once the candidate has been assessed and it deemed appropriate for a word processor to be allocated, the SENCo will liaise with the exams officer and with IT to establish the parameters for the use of the word processor
- A record of word processor use and a timetable will be maintained by the SENCo and the exams officer and kept on file until the deadline for reviews of results has passed
- The use of a word processor will likely coincide with other access arrangements and/or separate invigilation, under which the appropriate policies will continue to apply
- Invigilators will be trained on the requirements of word processor use in exams, and a record of that training kept on file.

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is usually accommodated in the exam room. The seating plan will be modified to ensure that the candidate has access to an electric socket. In the case of a candidate with additional access arrangements taking his/her exam in the alternative venue, the word processor will be provided for in that same room. Likewise, the seating plan will be modified to ensure the candidate has access to an electric socket.

To comply with ICE 14, the centre

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- Ensures the candidate is reminded to ensure that his/her centre number, candidate number, and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22). If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way
- Ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- Ensures the candidate is reminded to save his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- Instruct the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

The centre will ensure the word processor

- Is in good working order at the time of the exam
- Is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- Is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- Is cleared of any previously stored data
- Does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets, etc.
- Does not include graphic packages or computer aided design software unless permission has been given to use those
- Does not have any predictive text software or an automatic spelling and grammar check enable unless the candidate has been permitted a scribe or is using speech recognition

technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking

- Does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- Is not to be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

The centre will ensure that any portable storage medium (e.g. a memory stick) used

- Is provided by the centre
- Is cleared of any previously stored data

Printing the script after the exam is over

The centre will ensure

- The word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- The candidate is present to verify that the work printed is his or her own
- A word processed script is attached to any answer booklet which contains some of the answers

Supervised Rest Breaks

Supervised rest breaks can be provided to a candidate where it is his/her normal way of working within the centre. The centre must be satisfied that there the candidate has an impairment which has a substantial and long term adverse effect giving rise to persistent and significant difficulties (The candidate is disabled within the meaning of the Equality Act) The centre must be satisfied that there is a genuine need for the arrangement on account of:

- Cognition and learning needs
- Communication and interaction needs
- A medical condition
- Sensory and physical needs
- Social, mental and emotional needs

In addition the candidate's difficulties must be established within the centre and thus known to the HoY and SENCo. The duration of supervised rest breaks will be decided by the centre based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions. This will occur before the start of an examination series

Facilitating Access - Examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations. On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions that would be taken by the centre for the purposes of facilitating access:

Example of candidate need(s)	Arrangements explored	Centre Actions
Significant anxiety and panic attack	Re-seated, Rest breaks	Candidate to be taken out of exam room and to sit with Exams Officer or Roaming Invigilator Candidate to be reassured that they can be re-seated and can resume their exam to help subside panic attack Candidate might need to be moved to a smaller venue Parents contacted if this is thought to be helpful Incident log to be completed and an application for Special Consideration to be submitted
A wheelchair user	Desk, Rooms, Facilities, Seating arrangements Practical assistant	Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed Provides height adjustable desk in exam room Allocates exam room on ground floor near adapted bathroom facilities Spaces desks to allow wheelchair access Seats candidate near exam room door Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	SENCo gathers evidence to support substantial and long term adverse impairment SENCo/Exams Officer confirm with candidate how and when they will be prompted Exams Officer briefs invigilator to monitor candidate and the most suitable method of prompting the candidate (confirms requirement for separate room)
Persistent and significant difficulties in accessing written text	Reader/ computer reader 25% Extra time Separate invigilation within the centre	SENCo confirms candidate is disabled within the meaning of the Equality Act 2010 Papers checked for those testing reading Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks SENCo	SENCo gathers evidence to support the need for the candidate to take exams at home and provides written statement for file to confirm the need Approval confirmed by SENCo; AAO approval for both arrangements not required SENCo and/or Exams Officer discussion with candidate and parents to confirm the arrangements that should be put in place Exams Officer submits appropriate 'Alternative site for the conduct of exams form' Exams Officer provides candidate with exam timetable and JCQ information for candidates and confirms with candidate the information is understood. Exams Officer to confirm with candidate that medical condition still in place day before exam. Exams Officer allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials

Example of candidate need(s)	Arrangements explored	Centre Actions
		<p>Invigilator monitors candidate's condition for each exam and records any issues on incident log</p> <p>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs Exams Officer after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>Exams Officer discusses with Head of Centre whether special consideration would be valid – present but disadvantages</p> <p>Exams Officer processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Exams Officer to update candidate and parent</p>

SECTION D - Risk Management and Contingency Planning

Contingency Planning

Prior to the major exam season in May - June of each year the school will set out and review the contingency plan for major disruption to the exams.

In the event of major disruption affecting exams:

- The examinations officer will contact the relevant awarding organisation and follow its instructions.
- The Headteacher will take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- The Headteacher, in collaboration with the AHT and EO will identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, the Headteacher will decide how to prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination the school will refer to and follow JCQ's Centre emergency evacuation procedure
- The Headteacher will communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.

Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exam process.

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 at Waldegrave School.

Alongside internal processes this plan is informed by the Ofqual Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to examinations (Effective from 1 September 2023).

This plan details how Waldegrave School complies with the JCQ's General Regulations for Approved Centres (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

National Centre Number Register and other information requirements

The head of centre will also ensure that as a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself. (GR 5.3)

Possible causes of disruption to the exam process

1. Exams officer extended absence at a critical stage of the exam 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

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

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates confidential 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, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of post-results services

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Ensure that members of the school leadership team have a good level of understanding of exams systems
- Utilise knowledge and experience of former exams officers of the school who are available
- contact other local centres for support

2. ALS lead/SENCo extended absence at a critical stage of 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
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms
- Centre actions to mitigate the impact of the disruption listed above

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Ensure that members of the school leadership team have a good level of understanding of access arrangement processes
- Ensure that the exams officer is familiar with access arrangement procedures
- train additional staff within the centre to undertake access arrangement assessments.

3. Teaching staff extended absence at a critical stage of 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
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Where possible employ sufficient qualified teaching staff within subject areas so if one member of staff is absent other staff can undertake key tasks
- Close monitoring of department responsibilities by SLT line managers
- Exams officer in close communication with SLT and raising concerns at earliest opportunity.

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 to mitigate the impact of the disruption listed above

The centre will:

- Regular recruitment of invigilators throughout the year including for mock examinations
- Train other staff to be able to step in in emergency situations
- Utilise members of SLT

5. Exam rooms - lack of appropriate rooms or main venue(s) 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 to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

6. Cyber-attack

Criteria for implementation of the plan

- Where a cyber-attack may compromise any aspect of delivery

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Keep appropriate paper records, including exam entries and seating plans
- Regular backups of school systems
- Work with Lgfl to resolve issues

7. Failure of IT systems

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Keep appropriate paper records, including exam entries and seating plans
- Regular backups of school systems
- Work with Lgfl to resolve internet access issues
- MIS provider support

8. Emergency evacuation of the exam room (or centre lockdown)

Criteria for implementation of the plan

Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy)
- contact the relevant awarding body as soon as possible and follow its instructions where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned

- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

9. Disruption of teaching time in the weeks before an exam - 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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning

Communication details:

- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

10. Candidates may not be able to take examinations - centre remains open

Criteria for implementation of the plan

- Candidates may not be able to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

11. Centre may not be able to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

- Centre may not be able to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal (CAP).)
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances•
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Communication details:

- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

12. 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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances

- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

13. Disruption to transporting completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for conducting examinations
- ensure the secure storage of completed examination scripts until collection

14. 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
- Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

15. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

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

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post-results services from an alternative venue

Alternative venue details:

- make arrangements to make post-results requests at an alternative location
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services

16. Centre does not have plans in place for succession

Criteria for implementation of the plan

- Failure to plan for retirement or departure of the exams officer, lead invigilators or those members of leadership directly involved in the examination processes

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Opportunities for invigilators to develop skills
- identify key administrative staff within the school who have the skill set and potential to take on the exams officer role and allow opportunities for shadowing
- Plan recruitment processes carefully and as far in advance as possible
- Ensure all members of SLT have a clear understanding of the role of the exams officer and the SLT responsibilities linked to this.

Appendix 1: Public Assessment Policy - Appeals

Section 1

Appeals Against Internally Assessed Marks for GCSE Controlled Assessments and GCE Coursework Units

AIMS

- To ensure that assessments are conducted by colleagues who have appropriate knowledge, skills and understanding and who have been trained in this activity
- To ensure that students' work is produced and authenticated according to the requirements of the examinations board
- To ensure that where assessments are divided between colleagues, consistency should be assured by internal moderation and standardisation

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

Note that appeals are reviewing the mark you have achieved in the internal assessment. This will not necessarily change the overall grade achieved in the subject.

PROCEDURES

- In the first instance, it is the student's responsibility to speak to a teacher or anyone else within school and inform them of any concerns related to queries in relation to internal assessment
- Candidates will be informed of all of their internal assessment marks by their teachers. A request for a review of marking for one or more of these before marks are submitted to the awarding body can be made using the centre's internal appeal procedure
- Candidates can have access to copies of marked internal assessment materials and the mark scheme. For some marked internally assessed materials this will be shared under supervised conditions.
- The existence of this procedure is made known to candidates at the start of the examination series. The Internal and External Appeal procedure can also be found on the school website as part of the Public Assessment policy.
- Appeals must be made in writing to the Examinations Officer who will investigate the appeal with a senior member of staff appointed by the head of centre such as an Assistant Headteacher or Deputy Headteacher. The senior member of staff will not have had any involvement in the internal assessment process for that subject
- Appeals should be made as early as possible. A deadline of five working days to submit an appeal will be set once a candidate has been informed of marks for internal assessments, and this will be communicated to candidates through email.
- The centre will assign an assessor with appropriate competence to undertake the review of marking. The assessor will not have had any prior involvement in the assessment of the candidate, and no personal interest in the outcome of the review.

- Candidates will be informed in writing of the outcome of the appeal, including details of any relevant communication with the awarding body any changes made to the assessment of the work and any changes made to improve matters in future
- The outcome of the appeal will be made known to the Headteacher. 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. The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards even after an internal review. That is outside the control of Waldegrave School and is not covered by this procedure. If there are any concerns about it then the appeals procedure of the relevant examinations board must be sought by the candidate.

MONITORING

- Monitoring of internal assessment procedures takes place through line management meetings between SLT link and HoD
- Feedback from external moderation is provided to the Head of Centre and Assistant Head (Exams) by the Exams Officer so that any concerns are readily challenged and discussed with the HoD
- Regular meetings are held between the Assistant Head (Exams) and examinations officer so that any irregularities or discrepancies are readily identified

Section 2

Appeals against External Assessments

Candidates should refer to the JCQ publication A guide to the awarding bodies' appeals process which sets out in detail the processes for appealing against JCQ awarding bodies. This can be accessed at <http://www.jcq.org.uk/exams-office/appeals>. The details of procedures in place are based on this and the JCQ publication Post Results Services found at <http://www.jcq.org.uk/exams-office/post-results-services>

- If a candidate is dissatisfied with examination results and has reasons to suspect they are not accurate, an enquiry about results must be made first
- A parent / carer or student who wishes to make an enquiry about results must contact the Examinations Officer by email (or written request) as soon as possible after the results have been issued. Information relating to post results services will be published on the school website with relevant deadlines and fees for awarding bodies. This information will also be available on both GCE and GCSE Results Days for candidates
- An EAR may be requested by staff or candidates (or their parents/carers) at Waldegrave School, if there are reasonable grounds for believing there has been an error in marking. If a query is raised about an examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre's expense. When Waldegrave School does not uphold a request from a candidate, the candidate will be required to pay the fee, and a request will be made to the awarding body on the candidate's behalf through the centre
- If the candidate (or their parent/carers) believes there are grounds to appeal against Waldegrave School's decision not to support an enquiry, an appeal can be submitted to the centre using the internal appeals form at least 5 working days prior to the internal deadline for submitting an EAR.
- In the event of any EAR service, the candidate must give consent, and sign a consent form before the EAR service can be applied for by the Examinations Officer

- If an original hard copy script has been returned to the centre under the Access to Scripts service, it cannot form part of an enquiry about results or a subsequent appeal
- The centre submits all enquiries about results and access to scripts electronically by the deadline(s) in accordance with the JCQ Publication Post-Results Services
- Processing of EAR and ATS is the responsibility of the Exams Officer

Appeal procedure following the outcome of an enquiry about results

If doubts remain about the accuracy of the results, following the enquiry about results process, the head of centre should refer initially to the regulators' Code of Practice and the JCQ publication Post Results Services. If after consulting these documents, the centre is convinced that the awarding body has not followed due procedures, it is possible to submit an appeal with the procedures set out in JCQ A guide to the awarding bodies' appeals process

- All candidates are made aware of the outcome of enquires of results electronically by the Examination Office
- Where the head of centre is satisfied after receiving the outcome of an EAR, but the candidate and/or their parents/carers are not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct representations to an awarding body
- The internal appeals form should be completed by the candidate and submitted to the centre within 10 calendar days of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the candidate on submission of the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the candidate by the centre
- If an original hard copy script has been returned to the centre under the Access to Scripts service, it cannot form part of an enquiry about results or a subsequent appeal.

Internal appeals form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- ☐ an internal assessment mark
- ☐ the centre decision not to support an enquiry about results
- ☐ an outcome of an enquiry about a result

Name of appellant		Candidate name if different to appellant	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state clearly the grounds for your appeal below (grounds related to the quality of teaching are ruled out)

Continue overleaf if necessary

Appeal against an internal assessment mark

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to review the mark that has been awarded to me and whether or not this is in line with the standard set for other candidates at the centre. I also understand the moderation process carried out by the awarding bodies may result in a mark change in my internal assessment mark, either upwards or downwards even after a review has taken place.

Signature:

Date of signature:

Appeal against the centre decision not to support an enquiry about results

Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature:

Date of signature:

Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming that I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature:

Date of signature:

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure

Appendix 2: Public Assessment Policy

Abbreviations

JCQ - Joint Council for Qualifications
ICE - Instructions for Conducting Examinations
GCSE - General Certificate of Secondary Education
GCE - General Certificate of Education
NEA - Non-Examination Assessments
RORs - Review of Results
ATS - Access To Scripts
AAO- Access Arrangements Online
EO - Exams Officer
SLT/LT - Senior Leadership Team
AHT - Assistant Headteacher
SENCo - Special Educational Needs Coordinator
HOD - Head of Department
HoKS - Head of Key Stage
HoY - Head of Year
VLE - Virtual Learning Environment

Links to key documentation

JCQ

['ICE' – Instructions for conducting examinations - JCQ Joint Council for Qualifications](#)

[General Regulations - JCQ Joint Council for Qualifications](#)

[Coursework - JCQ Joint Council for Qualifications](#)

[Post-Results Services - JCQ Joint Council for Qualifications](#)

[Appeals - JCQ Joint Council for Qualifications](#)

[Access Arrangements and Reasonable Adjustments](#)