

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

LANGLEY PARK SCHOOL FOR GIRLS

EXAM POLICY

| | |
|---|----------------------------|
| Approval Body: | Full Governing Body |
| Approval Date: | Autumn 2024 |
| Implementation Date: | Autumn 2024 |
| Designated Person (as appropriate) | Exams Officer |
| SENCo: | James Chinery |
| Committee with Remit (as appropriate): | Full Governing Body |
| Review Date: | Autumn 2025 |

Version History

| Version | Approval Date | Summary of Changes |
|----------------|----------------------|---|
| 1.0 | December 2022 | Amalgamation of all exam policies into one |
| 2.0 | December 2023 | Updates to staff responsible |
| 3.0 | December 2024 | Updates to named staff; addition of senior designated contact; additional detail provided in contingency plan and escalation process; references to coursework and cyber-security (NEA section); amended wording in Internal Appeals – Special consideration section; clarification of evacuation areas; significant additional detail to clarify Access Arrangements; inclusion of hyperlinks to JCQ documents throughout. |

Contents

| | |
|--|----|
| 1. Exams Contingency Plan | 3 |
| 2. Exams Escalation Process | 15 |
| 3. Internal Appeals Process..... | 18 |
| 4. Non-Examination Assessment Policy | 26 |
| 5. Emergency Evacuation Policy | 43 |
| 6. Exams Policy..... | 45 |
| 7. Access Arrangements Policy | 68 |

1. Exams Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination/assessment process.

By outlining actions/procedures to be invoked in case of disruption, it is intended to mitigate the impact these disruptions could have on processes at Langley Park School for Girls (LPGS).

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 2024).

This plan details how LPGS complies with the JCQ's [General Regulations for Approved Centres](#) (section 5.3, Centre management) by having in place for inspection that must be reviewed and updated annually, a written contingency plan which covers all aspects of examination/assessment administration and delivery.

Contingency arrangements

The centre **must** have an up to date written contingency plan to cover all aspects of examination/assessment administration and delivery. Senior leaders **must** have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan must cover the following scenarios:

- The head of centre, relevant senior leader(s) with oversight of examination and assessment administration SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- The potential impact of other events, such as flooding, which could lead to all or parts of the centre becoming unavailable
- Potential issues with the centre's IT systems

As part of the contingency plan the centre **must** identify an alternative site if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site, or different sites for different year groups.

The centre **must** have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the holiday period.

The centre **must** ensure that candidates' work is backed up and should consider the contingency of that work being backed up on two separate devices, including one off-site. Appropriate security measures must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks. ([GR 3](#))

Operating across more than one centre

This does not apply to Langley Park School for Girls

National Centre Number Register and other information requirements

The head of centre will ensure that the centre responds to the National Centre Number Register annual update by the end of October every year, which includes providing 'senior designated contact' details (this might include a personal mobile number and/or email address). The senior designated contact must be able to be reached in an emergency if the centre is closed over the summer, and must have the necessary authority to mobilise resources to respond. ([GR 5.3](#))

Possible causes of disruption to the exam process

1. Head of centre absence at a critical stage of the exam cycle

Where the head of centre may be absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process (Section 2 of this document).

2. 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 Senior Leadership Team and Exams Officer (EO) will ensure that multiple staff are familiar with exam procedures and are able to carry out tasks as required. The most likely substitute as EO is Ms Amy Woods, Data Manager. The exams assistant, roving invigilators and lead invigilator would be able to assist with all 'exam time' procedures.

During public exams seasons, the centre will make use of OCR's 'Emergency Exams Officer' service as necessary: OCR's support service is contactable on **01223 553998** and can talk through exams procedures with any member of centre staff delegated to run exams in the absence of Sarah McAleer, Exams Officer.

Should the need arise, at Trust level, the Exams Officers at Langley Park School for Boys, Ravens Wood School or Hayes School will be contacted for support.

Awarding body exam administration guides (including timetables):

| | |
|----------------|---|
| AQA | https://www.aqa.org.uk/exams-administration |
| Pearson | https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators.html |
| Edexcel | https://www.ocr.org.uk/administration/ |

3. 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:

SLT will ensure that there are enough trained staff to cover in the extended absence of the SENCo.

SEnCo will ensure that other members of Student Support and Exams Office staff are familiar with access arrangement procedures and are able to carry out tasks as required.

4. Teaching staff extended absence at key points in the exam process (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 (including controlled assessment and coursework) 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:

LPGS will ensure that Heads of Subject are familiar with centre procedures and able to carry out tasks as required. Headteacher to assume control if required.

5. 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

Exams Officer to maintain a large enough team of invigilators to ensure cover. At Trust level, Exams Officers in Langley Park School for Boys, Ravens Wood School and Hayes School to be asked for additional invigilators if available. Where JCQ regulations allow, adequately trained members of cover, pastoral and teaching staff may also be called on to invigilate. Staff agencies to be contacted if none of the above measures is successful.

6. 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 Exams Officer will organise rooming well in advance of examinations, allowing sufficient time to schedule appropriate rooms. This is particularly relevant where growing numbers of candidates need private accommodation. Where main exam venue(s) are unavailable due to an unexpected incident at exam time, staff will, where possible, move the exam to an alternative venue within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.

Alternative venue details:

In cases where an offsite venue is required, Langley Park School for Boys and Langley Park Primary School are likely to be the first alternatives considered. Other IMAT schools, Langley Park Sports Club and St John's Church, 251 Eden Park Avenue, are additional alternatives. The centre will communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue.

- Candidates (and where appropriate, parents/carers) will be informed directly about changes to the exam timetable or venue through email communication and face-to-face (e.g. in an assembly or by form tutors). Notices will be added to Firefly (the school's Virtual Learning Environment).
- The Exams Officer will ensure the secure transportation of question papers or assessment materials to the alternative venue and
- (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

7. 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

Impact Multi-Academy Trust IT staff monitor threats constantly, keep systems updated and advise all staff on best practice.

8. Failure of IT systems

Criteria for implementation of the plan

- IT system corruption affecting candidates' work
- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure immediately prior to or during exam session
- MIS/IT system failure at results release time

Centre actions to mitigate the impact of the disruption listed above

The centre has external support for its IT systems should failure occur. If necessary, the Exams Officer, in consultation with SLT and the IT support team, will make entries from an alternative venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Bodies at an alternative venue. In the case of a system failure, the Exams Officer will liaise with the Awarding bodies for advice to minimise disruption and costs.

9. 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), maintaining the integrity of the exam
- 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

Other centre actions:

Centre to identify alternative venue, within Impact Multi-Academy Trust schools if possible.

10. 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 / remote methods of learning (Firefly, Microsoft Teams etc)
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning

Communication details:

- Candidates will be informed directly through email communication and remotely via Teams. Notices will be added to Firefly (the school's VLE) and the school website.

The centre will:

- 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

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

Criteria for implementation of the plan

- Candidates at risk of being unable to attend the examination centre to take examinations as normal because of a crisis

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- focus on options that enable candidates to take their examinations (with reference to the JCQ document '[Preparing for disruption to examinations](#)')
- 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 question 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
- 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

12. 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 at risk of being unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Focus on enabling candidates to take their examinations
- 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)
- 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
- 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

Alternative venue details:

To be confirmed. Venue will be chosen from IMAT schools and other sites identified in item 6 above according to criteria including availability, distance from LPGS and accessibility to the greatest number of candidates.

Communication details:

Candidates will be informed directly through email communication and face-to-face where possible (e.g. in an assembly or by form tutors). Notices will be added to Firefly (the school's VLE) and the LPGS website.

13. 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

14. Delay in collection arrangements for 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 bodies arrange collections, contact the relevant awarding bodies for advice and instructions and will **not** make its own arrangements for transportation unless told to do so by the awarding body

- for any examinations where the centre makes its own collection arrangements, investigate alternative dispatch options that comply with the requirements detailed in the JCQ publication ['Instructions for Conducting Examinations'](#)
- ensure the secure storage of completed examination scripts until collection

15. [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
- apply for special consideration for candidates if appropriate
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

16. [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:

Centre to identify alternative venue within Impact Multi-Academy Trust schools if possible.

The centre will:

- 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

Communication details:

Candidates and parents/carers will be informed directly through email communication. Notices will be added to Firefly (the school's VLE) and the LPGS website.

Other centre actions:

No other actions identified.

17. [Any other cause of disruption to the exam process](#)

Cause of disruption

No further causes identified.

Centre actions to mitigate the impact of the disruption listed above

Not applicable.

Appendix A: Further guidance to inform procedures and implement contingency planning

DfE

Meeting digital and technology standards in schools and colleges

[Cyber Security Standards for schools and colleges](#)

[Cyber crime and cyber security: a guide for education providers](#)

[DfE Cyber Security Guidance – March 2023](#)

Ofqual

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** (last updated 4 October 2023)

This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

Contingency planning

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties ([Ofqual General Condition of Recognition A6](#)). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also the [JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

Steps you should take

Exam planning

Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. 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 question papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's 'Centre emergency evacuation procedure' www.jcq.org.uk/examsoffice/ice---instructions-for-conducting-examinations/.
6. Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.

7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

Steps the awarding organisation should take

Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.

See also JCQ's [guidance on special considerations](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/) (www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/)

Wider communications

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

[Widespread national disruption to the taking of examinations or assessments](#)

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

In September 2023, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

The DfE has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

We will update this page as necessary, with any further relevant links, should national disruption occur.

General contingency guidance

- [emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England
- [handling strike action in schools](#) from the DfE in England
- [school organisation: local-authority-maintained schools](#) from the DfE in England
- [reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England
- [exceptional closure days](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools as well as childcare and play settings in extreme bad weather and extreme hot weather](#) - guidance for schools from the Welsh Government
- [emergency planning and response guidance for education and childcare settings](#)- guidance for schools and education settings from the Welsh Government
- [Protective security and preparedness for education settings](#) from the DfE
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats
- [cyber security guidance for schools and colleges](#) from the National Cyber Security Centre

JCQ

JCQ guidance taken directly from **Instructions for Conducting Examinations 2023-2024** (www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/) section 15, **Contingency planning**

15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 All centres must have 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 owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2024. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

The designation of 'contingency sessions' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event that there is national disruption to a day of examinations in summer 2024, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of the contingency arrangements so that they may take them into account when making their plans for the summer.

Links to other JCQ documentation

JCQ **Joint Contingency Plan** - [jqc.org.uk/exams-office/other-documents](https://www.jcq.org.uk/exams-office/other-documents)

JCQ Notice - **Preparing for disruption to examinations** - [jqc.org.uk/exams-office/other-documents](https://www.jcq.org.uk/exams-office/other-documents)

JCQ Notice to Centres - **Examination contingency plan**/examinations policy - [jqc.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan](https://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan)

General Regulations for Approved Centres - [jqc.org.uk/exams-office/general-regulations](https://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements - [jqc.org.uk/exams-office/online-forms](https://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates - [jqc.org.uk/exams-office/online-forms](https://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations - [jqc.org.uk/exams-office/ice---instructions-for-conducting-examinations](https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

A guide to the special consideration process - [jqc.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

Guidance for centres on cyber security (Effective from November 2023) www.jcq.org.uk/exams-office/general-regulations/

Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process www.jcq.org.uk/exams-office/non-examination-assessments/

GOV.UK

Emergency planning and response: Exam and assessment disruption - [gov.uk/guidance//publications/emergency-planning-and-response-for-education-childcare-andchildrens-social-care-settings](https://www.gov.uk/guidance//publications/emergency-planning-and-response-for-education-childcare-andchildrens-social-care-settings)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning - [gov.uk/government/publications/dispatch-of-exam-scripts-yellow-labelservice](https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-labelservice)

National Cyber Security Centre

The NCSC's free **Web Check** ([ncsc.gov.uk/information/web-check](https://www.ncsc.gov.uk/information/web-check)) and **Mail Check** ([ncsc.gov.uk/information/mailcheck](https://www.ncsc.gov.uk/information/mailcheck)) services can help protect schools from cyberattacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the NCSC website ([ncsc.gov.uk/blog-post/cyber-tools-for-uk-schools](https://www.ncsc.gov.uk/blog-post/cyber-tools-for-uk-schools)).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data. For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. Further ransomware attacks on UK education by cyber criminals - NCSC.GOV.UK
2. Mitigating malware and ransomware attacks ([ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks](https://www.ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks))
3. Offline backups in an online world ([ncsc.gov.uk/blog-post/offline-backups-in-an-online-world](https://www.ncsc.gov.uk/blog-post/offline-backups-in-an-online-world))
4. Backing up your data ([ncsc.gov.uk/collection/small-business-guide/backing-your-data](https://www.ncsc.gov.uk/collection/small-business-guide/backing-your-data))
5. Practical resources to help improve your cyber security ([gov.uk/section/education-skills/cyber-security-schools](https://www.gov.uk/section/education-skills/cyber-security-schools))
6. Building Resilience: Ransomware, the risks to schools and ways to prevent it ([com/watch?v=FppzWedY0ic&t=237s](https://www.com/watch?v=FppzWedY0ic&t=237s))
7. School staff offered training to help shore up cyber defences - NCSC.GOV.UK ([gov.uk/news/school-staff-offered-training-to-help-cyberdefences](https://www.gov.uk/news/school-staff-offered-training-to-help-cyberdefences))

2. Exams Escalation Process

This process is reviewed and updated annually to ensure compliance with current requirements and regulations.

Reference in the process to [GR](#) relates to relevant sections of the current JCQ publication **General Regulations for Approved Centres**.

Introduction

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Langley Park School for Girls has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent ([GR 5.3](#)).

This process also supports Langley Park School for Girls being able to confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments.

Purpose of the process

The purpose of the process is to confirm where responsibility will be escalated to ensure continued compliance with JCQ regulations.

Before examinations/assessments

Planning

Responsibility for ensuring compliance will be escalated to Emma Ashman-Clark, Deputy Headteacher, in the absence of the Head of Centre; or to Paul Seward, Deputy Headteacher, in the absence of both the Head of Centre and Emma Ashman-Clark.

Main areas of compliance relate to:

The agreement between the centre and awarding bodies ([GR 3](#))

- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Retention of candidates' work
- Communication

The responsibility of the centre: centre management ([GR 5](#))

- Recruitment, selection, training and support
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Security of assessment materials
- National Centre Number Register and other information requirements
- Centre inspections
- Policies available for inspection

Personal data, freedom of information and copyright ([GR 6](#))

Reference information:

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Centre-specific reference information:

LPGS exams policies as published on the school website; and relevant in-house procedures detailed in the Staff Handbook

Entries and Pre-exams

Responsibility for ensuring compliance will be escalated to Emma Ashman-Clark, Deputy Headteacher; in the absence of the Exams Officer to Amy Woods, Data Manager and to James Chinery, SENCo. Heads of Key Stages 4 and 5 may be co-opted to provide assistance as necessary.

Main areas of compliance relate to the responsibility of the centre ([GR 5](#))

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including that candidates' work is backed up and considering the contingency of back-ups in the event of IT system corruption and/or cyber-attacks; ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Candidate information

Reference information:

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Additional JCQ publications for reference:

- Key dates
- Alternative Site guidance notes

During examinations/assessments

Exam time

Responsibility for ensuring compliance will be escalated to Emma Ashman-Clark, Deputy Headteacher. Additional members of SLT and ELT may be co-opted as necessary, including Heads of Key Stages 4 and 5, to support the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Main areas of compliance relate to:

The agreement between the centre and the awarding bodies ([GR 3](#))

- Retention of candidates' work

The responsibility of the centre ([GR 5](#))

- Conducting examinations and assessments
- Malpractice

After examinations/assessments

Results and Post-Results

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address.) these are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue.

Responsibility for ensuring compliance will be escalated to Emma Ashman-Clark, Deputy Head.

Main areas of compliance relate to:

The responsibility of the centre ([GR 5](#))

- Results
- Post-results services and appeals
- Certificates

Reference information:

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including: General Regulations for Approved Centres (section 5) and Instructions for Conducting Examinations (sections 16-31)

[Changes 2024/2025](#)

[Centre-Specific Changes](#)

Upon review in November 2024, centre-specific updates only included changes in named personnel.

3. Internal Appeals Process

Introduction

Certain qualifications contain components/units of non-examination assessment, controlled assessment and/or coursework which are internally assessed (marked) by LPGS and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The **internal review process** is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

The qualifications delivered at Langley Park School for Girls containing internally assessed components/units are:

GCSE, OCR Cambridge Nationals, Project qualifications, GCE, BTEC Nationals at Level 3, OCR Cambridge Technicals at Level 3

Purpose of the procedure

This procedure confirms Langley Park School for Girls' (hereafter LPGS) compliance with JCQ's [General Regulations for Approved Centres](#) which state that the centre must:

- have in place and available for inspection that must be reviewed annually, a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, post-result services and appeals, and centre decisions relating to access arrangements and special consideration

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration
- Centre decisions relating to other administrative issues

3.1 Appeals relating to internal assessment decisions (centre assessed marks)

This procedure confirms that LPGS complies with JCQ's **General Regulations for Approved Centres** (section 5.7) that the centre will:

- have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates
- before submitting marks to the awarding body, inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leaders at LPGS will ensure that the following principles are in place in relation to marking the work of candidates:

- a commitment to ensuring that whenever teaching staff mark candidates' work, this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- all centre staff follow a robust policy regarding the management of non-examination assessments, including controlled assessments and coursework, which details the procedures relating to relevant qualifications delivered in the centre, including the marking and quality assurance / internal standardisation processes which teaching staff are required to follow.
- candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, who have been trained in this activity and do not have any potential conflicts of interest. If AI tools have been used to assist in the marking of candidates' work, such tools will not be the sole marker.

- a commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher / tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- on being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to the marking, then they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking.

Procedure for appealing against internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at LPGS will:

1. ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
2. inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark, as a review will only focus on the quality of the work submitted
3. inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria, plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
4. having received a request for copies of materials, promptly make them available to the candidate (this will either be the originals viewed under supervised conditions, or copies) within 7 calendar days – see **Deadlines and Timescales** below.
5. inform candidates they will not be allowed access to original assessment material, including artefacts, unless supervised
6. provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review, they will need to explain what they believe the issue to be
7. provide a clear deadline for candidates to submit a request for a review of the centre's marking.
8. confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below).
9. require candidates to make requests by completing the **internal appeals form**.
10. allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks (see **Deadlines** below)
11. ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
12. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
13. inform the candidate in writing of the outcome of the review of the centre's marking
14. ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body.

15. ensure a written record of the review is kept and made available to the awarding body upon request.
16. ensure the awarding body is informed if the centre does not accept the outcome of a review.

Deadlines and timescales

- Upon request, copies of materials will be made available to the candidate within 7 calendar days
- The deadline to request a review of marking must be made within 7 calendar days of the candidate receiving copies of the requested materials
- The final deadline for submitting a review of marking request in the summer series of examinations is **1 May 2025**, with the exception of GCSE English Language, for which the deadline is **24 March 2025**. (These deadlines are based on the usual awarding body deadlines of 15 May and 5 May but may be subject to change: e.g. practical subjects like Art and Physical Education typically have awarding body deadlines of 31 May.)
- The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 14 calendar days, all before the awarding body's deadline for the submission of marks

3.2 Post-results: Appeals relating to centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal

Following the issue of results, awarding bodies make post-results services available.

If LPGS teaching staff or a candidate (or their parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1: **Clerical re-check**
This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2: **Review of marking**
- Priority Service 2: **Priority Review of marking**
This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications.
- Service 3: **Review of moderation**
This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

This procedure confirms that LPGS complies with JCQ's **General Regulations for Approved Centres** (section 5.13) which state that centres must:

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal

At LPGS:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results.
- Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking.
- Candidates are made aware via the issue of a student exam handbook, signposts on the school website and VLE, mentions in exam assemblies and letters home ahead of the exam results days.

- Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by the exams officer following the issue of results. Candidates are provided with a form to complete. The form also explains the possible outcomes of post-results services. The form is updated in accordance with awarding body guidance and deadlines for each series.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body, to determine if the concern may be justified.

For written components that contributed to the final result, the centre will:

1. Where a place at university or college is at risk, consider supporting a request for a **Priority Service 2** review of marking (where the qualification concerned is eligible for this service)
2. In all other instances, consider accessing the script by:
 - a) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline, or
 - b) (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
3. Collect informed written consent/permission from the candidate to access their script
4. On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
5. Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
6. Collect written consent from the candidate to request the RoR service before the request is submitted
7. Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

For any moderated components that contributed to the final result, the centre will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation;
- Consult the moderator's report/feedback to identify any issues raised;
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a RoR service 3 (Review of moderation) will not be available;
- Determine if there are any grounds to submit a request for a review of moderation for the work of all candidates in the original sample

Candidate consent

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 (including priority service 2) is submitted to the awarding body. LPGS will acquire informed consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent will only be collected after the publication of results.

Centre actions in the event of a disagreement (dispute)

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- For a review of marking (RoR priority service 2), advise the candidate they may request a review by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required fee for this service) for the centre to access the script from the awarding body

- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to submit the request
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 7 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal before the internal deadline for submitting a RoR.

Appeals process – post results services:

Following a Review of Results outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications **Post-Results Services** and [JCQ Appeals Booklet](#) (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the **JCQ Appeals Booklet**. Candidates or parents/carers are not entitled to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the centre within 5 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of the awarding body issuing the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

3:3 Appeals regarding centre decisions relating to access arrangements and special consideration

This procedure confirms that LPGS complies with JCQ's **General Regulations for Approved Centres** (section 5.3) which state that that centres must:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration

LPGS will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications **Access Arrangements and Reasonable Adjustments** and **A guide to the special consideration process**
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

In accordance with the regulations, LPGS:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations has the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates

Special consideration

Special consideration is given to a candidate who is affected by adverse circumstances beyond their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment.

LPGS will

- comply with the requirement as set out in the JCQ publication [A guide to the special consideration process](#)
- ensure that all staff who manage and administer special consideration applications are aware of the requirements

Where LPGS has appropriate evidence signed by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for the affected candidate/s.

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include a decision not to award/apply for a specific access arrangement/reasonable adjustment or to apply for special consideration in circumstances where a candidate does not meet the criteria for, or there is no/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where LPGS makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- An **internal appeals form** should be completed and submitted within 5 calendar days of the decision being made known to the appellant.

To determine the outcome of the appeal, the head of centre will consult the relevant JCQ publications to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 14 calendar days of the appeal being received and logged by the centre.

If the appeal is upheld, LPGS will proceed to implement the necessary arrangements/submit the necessary application.

Appeals regarding centre decisions relating to other administrative issues

Circumstances may arise that cause LPGS to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where LPGS may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied the regulations or followed due process, a written request setting out the grounds for appeal should be submitted
- An **internal appeals form** should be completed and submitted within 5 calendar days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 14 calendar days of the appeal being received and logged by the centre.

| FOR CENTRE USE ONLY | |
|---------------------|--|
| Date received | |
| Reference No. | |

- ☐ Appeal against an internal assessment decision and/or request for a review of marking
- ☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- ☐ Appeal against the centre's decision relating to access arrangements or special consideration
- ☐ Appeal against the centre's decision relating to an administrative issue

| | | | |
|-------------------------------|--|---|--|
| Name of appellant | | Candidate name (if different to appellant) | |
| Awarding body | | Exam paper code | |
| Qualification type Subject | | Exam paper title | |

(If applicable, tick below)

- If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Date of signature:

Page 24

Appendix B: Complaints and Appeals log

On receipt, all complaints/appeals are assigned a reference number and logged. Outcome and outcome date is also recorded. This document is saved online by the exams officer.

The outcome of any review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and logged as an appeal, so information can be easily made available to an awarding body upon request. The awarding body will be informed if the centre does not accept the outcome of a review – this will be noted on this log.

[illegible]

Further guidance to inform and implement appeals procedures

JCQ publications

- General Regulations for Approved Centres <https://www.jcq.org.uk/exams-office/general-regulations>
- Post-Results Services <https://www.jcq.org.uk/exams-office/post-results-services>
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) <https://www.jcq.org.uk/exams-office/appeals>
- Notice to Centres – Informing candidates of their centre assessed marks <https://www.jcq.org.uk/exams-office/non-examination-assessments>
- Suspected Malpractice: Policies and Procedures <https://www.jcq.org.uk/exams-office/malpractice/>
- Access Arrangements and Reasonable Adjustments <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>
- A guide to the special consideration process <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Ofqual publications

- GCSE (9 to 1) qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>
- GCE qualification-level conditions and requirements
<https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>

4. Non-Examination Assessment Policy

What does this policy affect?

This policy affects the delivery of subjects of GCE and GCSE qualifications which contain a component(s) of non-examination assessment, controlled assessment (where applicable) and coursework.

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's **Instructions for conducting non-examination assessments**, Foreword) [This publication is further referred to in this policy as NEA](#)

Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications such as OCR Cambridge Nationals. See the JCQ document **Instructions for conducting coursework**, hereafter referred to as [ICC](#).

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to:

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities for non-examination assessments
- manage risks associated with non-examination assessments

It is the responsibility of **everyone** involved in the centre's exam process to read, understand and implement this policy, which covers all types of non-examination assessment.

What are non-examination assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages with rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking. ([NEA](#), section 1)

Procedures for planning and managing non-examination assessments, identifying staff roles and responsibilities

The basic principles

Head of centre

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of [NEA](#) and [ICC](#)
- Confirms that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the GCSE English Spoken Language endorsement
- Confirms that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the A-level Sciences prescribed practical activities
- Ensures the centre's Non-examination Assessment Policy is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's Internal Appeals Procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#), [ICC](#) and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures [NEA](#), [ICC](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#) and [ICC](#)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification, or is made as a separate unit entry code) to the internal deadline for entries

Exams officer

- Signposts the annually updated JCQ documents [NEA](#) and [ICC](#) to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration / management of non-examination assessment and coursework
- Agrees with subject head/lead whether exams officer or subject head/lead will be uploading marks / submitting work to the awarding body.

Task setting

Subject teacher

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body, OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures the correct task is issued to candidates

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements, ensuring candidates take tasks under the required conditions and supervision arrangements

- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Ensures candidates
 - Understand that information from all sources must be referenced
 - Receive guidance on setting out references
 - Are aware that they must not plagiarise other material
- Where candidates may work in groups, keeps a record of each candidate's contribution and ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ *Information for candidates* documents

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allows candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures that when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Refers to the JQC document **AI use in assessments: protecting the integrity of qualifications** (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator; and makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

Authentication procedures

Subject teacher

- Where required by the awarding body's specification:
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in the JCQ documents [NEA](#) and [ICC](#) and informs a member of the senior leadership team
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA](#) and [ICC](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in the JCQ documents [NEA](#) / [ICC](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work online on social media, or through any other means (Reminds candidates of the contents of the JCQ document *Information for candidates – Social Media*)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT Support Team

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers the contingency of candidates' work being backed up on two separate devices, including one off-site back-up, and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and/or cyber-attacks
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ *Instructions for conducting examinations*

Submission of work

Subject teacher

- Agrees with exams officer who will be responsible for submission/despatch of work
- Pays close attention to the completion of the attendance register, if applicable
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

Exams officer

- Provides the attendance register to the subject teacher where applicable
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation, whether or not it is part of the moderation sample

Subject head/lead

- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher

- Attends/Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body and does not use artificial intelligence as the sole means of marking candidates' work
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed of the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by:
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission, retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps candidates' work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested

- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

Exams officer

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submits any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation – the process

Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation – feedback

Subject head/lead

- Checks the final moderated marks when issued to the centre when the results are published
- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam series

Exams officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements and reasonable adjustments

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#) in relation to non-examination assessments including [Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and that awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

Exams officer

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#)
 - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
 - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
 - Keeps required evidence on file to support the application
- Refers to/directs relevant staff where applicable to [Form 15 – JCQ/LCW](#) (lost work) and where applicable submits to the relevant awarding body.

Malpractice

Head of centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving any candidates or centre staff
- Ensures any irregularity identified by the centre **before** the candidate has signed the authentication statement (where required) is dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body. (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication [Suspected Malpractice: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments/coursework

- Ensures candidates understand the JCQ documents [Information for candidates - non-examination assessments / coursework assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- Signposts the JCQ publication [Suspected Malpractice: Policies and Procedures](#) to the head of centre
- Signposts the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to relevant staff
- Signposts candidates to the relevant JCQ 'information for candidates' documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre

- Is familiar with the JCQ publication [Post-Results Services](#)
- Ensures the centre's *internal appeals procedure* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Subject head/lead

- Provides relevant support to subject teachers making decisions about reviews of results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post-Results Services](#) (Information and guidance to centres...)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

Endorsements

Practical Skills Endorsement for the A Level Sciences (designed for use in England)

Head of centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Quality assurance (QA) lead/Lead internal verifier

- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately

Subject head/lead

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

Subject teacher

- Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using *Common Practical Assessment Criteria (CPAC)*
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

Exams officer

- Accepts contact with the monitor and passes information to the subject lead for a visit to be arranged with at least two weeks' notice
- Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)**Head of centre**

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass*, *Merit*, *Distinction* or *Not Classified*) and the storage and submission of recordings

Exams officer

- Follows the awarding body's instructions for the submission of grades and recordings

Private candidates

LPGS is not on the register to accept private candidates. However, the centre does occasionally allow students who have just left school to re-take exams in the following summer. Each case is considered on its merits and admitted at the discretion of the head of centre.

Subject head/lead

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of

non-examination assessment (where the specification may be made available to private candidates by the awarding body)

- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification.

Appendix A: Management of issues and potential risks associated with non-examination assessments

| Issue/Risk | Centre actions to manage issue/mitigate risk | Action by |
|---|---|-------------------------------------|
| Centre staff malpractice | <i>Records confirm that relevant centre staff are familiar with and follow:</i> <ul style="list-style-type: none"> <i>the current JCQ publication Instructions for conducting non-examination assessments</i> <i>the JCQ document Notice to Centres - Sharing NEA material and candidates' work - www.jcq.org.uk/exams-office/non-examination-assessments</i> | HOC |
| Candidate malpractice | <i>Records confirm that candidates are informed and understand they must not:</i> <ul style="list-style-type: none"> <i>submit work which is not their own</i> <i>make available their work to other candidates through any medium</i> <i>allow other candidates to have access to their own independently sourced material</i> <i>assist other candidates to produce work</i> <i>use books, the internet or other sources without acknowledgement or attribution</i> <i>submit work that has been word processed by a third party without acknowledgement</i> <i>include inappropriate, offensive or obscene material</i> <i>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media</i> | EO HOD Subject teachers |
| Task setting | | |
| Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online | <i>Awarding body key date for accessing/downloading set task noted prior to start of course</i> <i>IT systems checked prior to key date</i> <i>Alternative IT system used to gain access</i> <i>Awarding body contacted to request direct email of task details</i> | Subject teacher IT support EO |
| Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification | <i>Ensures that subject teachers access awarding body training information, practice materials etc.</i> <i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i> <i>Samples assessment criteria in the centre set task</i> | HOD |
| Candidates do not understand the marking criteria and what they need to do to gain credit | <i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i> <i>Records confirm all candidates understand the marking criteria</i> <i>Candidates confirm/record they understand the marking criteria</i> | Subject teacher |
| Subject teacher long term absence during the task setting stage | <i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i> | |
| Issuing of tasks | | |
| Awarding body set task not issued to candidates on time | <i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i> | HOD Subject Lead |

| Issue/Risk | Centre actions to manage issue/mitigate risk | Action by |
|--|---|---------------------|
| | <i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i> <i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i> | |
| The wrong task is given to candidates | <i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i> <i>Awarding body guidance sought where this issue remains unresolved</i> | HOD Subject Lead |
| Subject teacher long term absence during the issuing of tasks stage | <i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i> | |
| A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded | <i>Ensures the candidate's presentation does not form part of the sample which will be recorded</i> <i>Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample</i> | HOC HOD EO |
| Task taking | | |
| Supervision | | |
| Planned assessments clash with other centre or candidate activities | <i>Assessment plan identified for the start of the course</i> <i>Assessment dates/periods included in centre wide calendar</i> | HOD Subject Lead |
| Rooms or facilities inadequate for candidates to take tasks under appropriate supervision | <i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i> <i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i> <i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i> | HOD Subject Head |
| Insufficient supervision of candidates to enable work to be authenticated | <i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i> <i>Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i> | HOD EO |
| A candidate is suspected of malpractice prior to submitting their work for assessment | <i>Instructions and processes in the current JCQ publication</i> <i>Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i> | HOC HOD |
| Access arrangements were not put in place for an assessment where a candidate is approved for arrangements | <i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i> | EO |
| Advice and feedback | | |
| Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work | <i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i> | HOC HOD |

| Issue/Risk | Centre actions to manage issue/mitigate risk | Action by |
|--|---|------------------------|
| | <i>Candidate confirms/records advice and feedback given prior to starting on their work</i> | |
| Candidate claims no advice and feedback given by subject teacher during the task-taking stage | <i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i> <i>Candidate confirms/records advice and feedback given during the task-taking stage</i> | HOC HOD |
| A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification | <i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i> <i>Records as detailed above are provided to confirm all assistance given</i> <i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i> | HOC HOD EO |
| Candidate does not reference information from published source | <i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i> | HOD Subject teacher |
| Candidate does not set out references as required | <i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i> <i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i> <i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i> | Subject teacher |
| Candidate joins the course late after formally supervised task taking has started | <i>A separate supervised session(s) is arranged for the candidate to catch up</i> | HOD Subject teacher |
| Candidate moves to another centre during the course | <i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i> | EO |
| An excluded pupil wants to complete a non-examination assessment(s) | <i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i> <i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i> | HOC HOD EO |
| Resources | | |
| A candidate augments notes and resources between formally supervised sessions | <i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i> <i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i> <i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i> | HOD Subject teacher |

| Issue/Risk | Centre actions to manage issue/mitigate risk | Action by |
|--|---|------------------------|
| A candidate fails to acknowledge sources on work that is submitted for assessment | <i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i> | HOD Subject teacher |
| Word and time limits | | |
| A candidate is penalised by the awarding body for exceeding word or time limits | <i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i> | HOD Subject teacher |
| Collaboration and group work | | |
| Candidates have worked in groups where the awarding body specification states this is not permitted | <i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i> | HOD EO |
| Authentication procedures | | |
| A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material | <i>Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i> | HOC HOD EO |
| Candidate does not sign their authentication statement/declaration | <i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i> | Subject teacher EO |
| Subject teacher not available to sign authentication forms | <i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i> | HOD |
| Presentation of work | | |
| Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment | <i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i> | Subject teacher |
| Keeping materials secure | | |
| Candidates work between formal supervised sessions is not securely stored | <i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i> | HOD |

| Issue/Risk | Centre actions to manage issue/mitigate risk | Action by |
|---|---|------------------------|
| | <i>Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage</i> | |
| Adequate secure storage not available to subject teacher | <i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i> | HOD |
| Candidates work produced electronically is not securely stored | <i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i> <i>Internal processes and regular monitoring/internal audit by IT Manager ensures:</i> <ul style="list-style-type: none"> <i>access to this material is restricted (insert how)</i> <i>appropriate security safeguards are in place (insert names/types of protection)</i> <i>an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert details of how work is backed up)</i> <i>any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how)</i> | IT manager |
| Task marking – externally assessed components | | |
| A candidate is absent on the day of the examiner visit for an acceptable reason | <i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i> | EO |
| A candidate is absent on the day of the examiner visit for an unacceptable reason | <i>The candidate is marked absent on the attendance register</i> | Subject teacher |
| Task marking – internally assessed components | | |
| A candidate submits little or no work | <i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i> <i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i> | HOD Subject teacher |
| A candidate is unable to finish their work for unforeseen reason | <i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i> | EO |
| The work of a candidate is lost or damaged | <i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work</i> | HOD EO |
| Candidate malpractice is discovered | <i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i> <i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed</i> <i>Appropriate internal disciplinary procedures are also followed</i> | HOC HOD EO |
| A teacher assesses the work of a candidate with whom they have a close personal | <i>A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series</i> | HOD EO |

| Issue/Risk | Centre actions to manage issue/mitigate risk | Action by |
|---|--|------------------------------|
| relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) | <i>Marked work of said candidate is submitted for moderation whether part of the sample requested or not</i> | |
| An extension to the deadline for submission of marks is required for a legitimate reason | <i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i> | EO |
| After submission of marks, it is discovered that the wrong task was given to candidates | <i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i> | HOC HOD EO |
| A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher | <i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks Candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</i> | HOD Subject teacher EO |
| Deadline for submitting work for formal assessment not met by candidate | <i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i> | HOD Subject teacher EO |
| Deadline for submitting marks and samples of candidates work ignored by subject teacher | <i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed</i> | HOC HOD EO |
| Subject teacher long term absence during the marking period | <i>See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)</i> | |

5. Emergency Evacuation Policy

Introduction

An emergency evacuation is required where it is unsafe for candidates to remain in the examination room. This might include a fire, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the examination room, serious illness of a candidate or invigilator or similarly serious incidents.

- As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so, particularly where there is concern about the security of the examination(s) ([ICE 25.4](#))
- Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice ([ICE 25.6](#))

Purpose of the policy

The purpose of this policy is to confirm the arrangements at Langley Park School for Girls for dealing with an emergency evacuation of an examination room by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This policy ensures compliance with JCQ regulations (ICE 25) which state that centres must have a written policy for dealing with emergency evacuation of the examination room which is subject to inspection by the JCQ Centre Inspection Service.

Emergency evacuation procedure

Actions taken in the event of an emergency evacuation of the examination room

At Langley Park School for Girls, the following actions (in accordance with ICE 25) are taken if an examination room has to be evacuated:

- Candidates are instructed to stop writing
- The attendance register is collected (in order to ensure all candidates are present)
- The examination room is evacuated in line with the instructions given by the appropriate authority
- Candidates are instructed to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s). Candidates are instructed to leave the room in silence
- Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
- The time of the interruption is noted and how long it lasted
- Candidates are allowed the remainder of the working time set for the examination once it resumes
- If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination
- A full report is made of the incident and of the actions taken, and sent to the relevant awarding body

Additional actions taken:

In the event of a fire alarm, invigilators are trained to evacuate the examination room calmly, instructing candidates to use the nearest fire exit, and accompany the cohort to the assembly point (the tennis courts at the front of the school). Exam candidates are assembled away from the main body of the students who assemble on the closer astroturf pitch, in order to maintain exam security.

- When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so
- Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)
- Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see
- Invigilators are trained to record as much detail as possible on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to this

duty at all times) and to ensure the exams officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies

- Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's Exam Contingency Plan will be invoked and invigilators/candidates briefed accordingly at the time

Roles and Responsibilities

The role of the head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)
- Ensure that any breach of question paper security or malpractice is reported to the awarding body immediately (ICE 25.5)

The role of the senior leader/s

- Where responsible for the centre-wide emergency evacuation procedure, ensure that all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an examination room is required

The role of the Special Educational Needs Coordinator (SENCo)

- Ensure that appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the candidate
- Ensure that the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation

The role of the exams officer/officer

- Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room
- Provide invigilators with a copy of the emergency evacuation procedure in every room
- Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provide an exam room incident log in every examination room
- Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensure that a full report of the incident is produced and retained on file if required by an awarding body
- Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged

The role of invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room
- Follow the actions required in the emergency evacuation procedure issued to them for every examination room
- Confirm with the exams officer where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

The role of other centre staff

Support the senior leaders, SENCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms.

Recording details

As soon as practically possible and safe to do so, the following details will be recorded (see **Roles and Responsibilities** for the members of staff who will record these details):

- The actual time of the start of the interruption
- The actions taken
- The actual time the exam(s) resumed
- The actual finishing time(s) of the resumed exam(s)

Further details which may also be recorded include:

- A report on candidate behaviour throughout the interruption/evacuation
- A judgement on the impact on candidates after the interruption/evacuation

6. Exams Policy

1. Introduction and aims

Our school is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies, maintaining the security and integrity of the exam/assessment system at all times

2. Roles and responsibilities overview

The head of centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting those published JCQ regulations and awarding body requirements.

Heads of centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of JCQ [General Regulations for Approved Centres](#) booklet. In particular, heads of centre must familiarise themselves with sections 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments. ([GR, section 1](#))

The examinations officer is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The head of centre may not appoint themselves as the examinations officer. A head of centre and an examinations officer are two distinct and separate roles. The head of centre and/or examinations officer may operate across more than one centre. In such cases, the head of centre must ensure there is suitable senior leadership team support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan.

2.1 Head of Centre responsibilities

It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the [Instructions for conducting examinations](#) booklet. Failure to do so may constitute malpractice as defined in the JCQ publication *Suspected Malpractice: Policies and Procedures, 1 September 2023 to 31 August 2024*: <https://www.jcq.org.uk/exams-office/malpractice> (ICE Introduction)

Head of centre

- Has overall responsibility for the school as an exams centre
- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - [General Regulations for Approved Centres \(GR\)](#)
 - [Instructions for Conducting Examinations \(ICE\)](#)
 - [Access Arrangements and Reasonable Adjustments \(AA\)](#)
 - [Suspected Malpractice - Policies and Procedures \(SM\)](#)
 - [Instructions for conducting non-examination assessments \(NEA\) \(and the instructions for conducting coursework\)](#)
 - [A guide to the special consideration process \(SC\)](#)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught, including appropriate accommodation for candidates requiring access arrangements for exams and/or practical assessments
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on [suspected malpractice in examinations and assessments](#)
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in:
 - the centre status being suspended
 - the centre not being able to submit examination entries
 - the centre not receiving or being able to access question papers
 - and ultimately, the withdrawal of awarding bodies' approval of the centre
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- Ensures other relevant centre staff, where they may be involved in the receipt and dispatch of confidential exam materials, are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties, or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly, nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel

Recruitment, selection, training and support

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Enables the relevant senior leader(s), the examinations officer (EO) and the SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Appoints a SENCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures that the SENCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Ensures that the examinations officer has sufficient time to perform her role and familiarise herself with with relevant awarding body and JCQ documentation
- Ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system

External and internal governance arrangements

- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent

| |
|---|
| The LPGS Exams Escalation Process may be found at p.15 of this document. A hard copy is available from the Exams Officer |
|---|

- Has in place a member of the senior leadership team who will provide effective support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments
- Makes sure that a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined, or a Learning support assistant who has supported one or more candidates, is not an invigilator during the examination

Delivery of qualifications

- Delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date laboratory experience, or relevant training where required by the subject concerned
- Directs anyone raising general complaints regarding the centre's delivery of qualifications to the LPGS **Complaints Policy**, available on the school website
- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
 - maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
 - has in place a written agreement with the third party to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
 - ensures that a copy of the written agreement is available for inspection if requested by the awarding body

Public liability

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

Security of assessment materials

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
 - the location of the centre's secure storage facility in a secure room which must only be used for the purpose of administering secure examination materials
 - the secure room only contains exam-related material
 - there are between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility
 - access to the secure room and secure storage facility is restricted to the authorised two to six keyholders (the exams officer must be one of the keyholders) and staff approved by the head of centre are accompanied by a keyholder at all times
 - appropriate arrangements are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff
 - appropriate arrangements are in place for handling secure electronic materials
 - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk

- that when it is permitted to remove question paper packets from secure storage, and to avoid potential breaches of security, arrangements are in place to carefully check and record that the correct question paper packets are opened

(If it is ever subsequently identified following this check that the wrong question paper packet has been opened, it will be resealed and the incident reported to the relevant awarding body's Malpractice Investigation Team immediately)

- Makes arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ [ICE](#) publication
- Makes arrangements to receive and issue material received from the awarding bodies to staff and candidates, and to notify them of any advice and instructions relevant to the examinations and assessments
- Allows candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

Malpractice

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff, takes all reasonable steps to prevent the occurrence of any malpractice/ maladministration before, during and after examinations or assessments have taken place
- Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication [Suspected Malpractice – Policies and Procedures](#)
- Ensures irregularities are investigated and informs the awarding bodies immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- As required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ publication [Suspected Malpractice - Policies and Procedures](#) and provides such information and advice as the awarding body may reasonably require

Policies/procedures

- Ensures risks to the exam process are assessed and appropriate risk management processes / contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or where the head of centre, the examinations officer or SENCo is absent at a critical stage of the examination cycle)

The examination contingency plan reinforces procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration will be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

The **LPGS Exams Contingency Plan** may be found at p.3 of this document. A hard copy is available in the exams office

- Ensures a written malpractice policy is in place

The **LPGS Malpractice Policy (Exams)** may be found on the school website. A hard copy is available in the exams office

- Ensures an internal appeals procedure is in place and drawn to the attention of candidates and (where relevant) their parents/carers

The **LPGS Internal Appeals Procedure** may be found at p.18 of this document. A hard copy is available in the exams office

- Ensures a complaints policy covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and (where relevant) their parents/carers

The **LPGS Complaints Policy (Exams)** may be found on the website. A hard copy is available in the exams office

- Ensures the centre's equalities policy complies with relevant legislation and is in place. Additionally, ensures that there are documented processes in place relating to access arrangements and reasonable adjustments

The LPGS **Equality Policy** may be found on the school website. The processes followed in respect of identifying the need for, requesting and implementing access arrangements are separately detailed in the centre's exams **Access Arrangements Policy**, which can be found at p.68 of this document. A hard copy may be obtained from the exams office.

All our staff must ensure that they meet the requirements of any equality legislation

- Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

LPGS adheres to the **IMAT Child Protection & Safeguarding Policy**, which can be found on the school website

All our staff, including invigilators, undertake annual safeguarding training

- Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations

LPGS adheres to the **IMAT Data Protection Policy**, which can be accessed via the school website.

Legislation on sharing information

Under the principles of the General Data Protection Regulations 2018 and the Data Protection Act 2018, children and young adults can assume control over their personal information and restrict access to it from the age of 13. This suggests that candidate consent should be sought to share results or other exams-related information with a third party.

Other legislation and guidance may need to be taken into account regarding sharing information with parents, e.g. information from the DfE:

- Understanding and dealing with issues relating to parental responsibility: www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility
- School reports on pupil performance: guidance for headteachers: www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers

Publication of exam results

- Refer to ICO (Information Commissioner's Office) Schools, universities and colleges information <https://ico.org.uk/your-data-matters/schools/> and Exam results: <https://ico.org.uk/your-data-matters/schools/exam-results/>

- Ensures the centre has a whistleblowing policy in place

LPGS adheres to the **IMAT Whistleblowing Policy**, which can be accessed via the school website

Conflicts of interest

- Ensures the relevant awarding bodies are informed before the published deadline for entries for each examination series of any potential conflict of interest where:
 - a member of centre staff is taking a qualification at the centre which includes internally assessed components/units (noting that being entered by the centre must be as a last resort where unable to find an alternative centre)
 - a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with a close relationship to the candidate
- Maintains clear records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where:

- a member of exams office staff has a close relationship to a candidate being entered for exams and assessments at the centre or at another centre
- a member of centre staff is taking a qualification at the centre which does not include internally assessed components/units (noting that being entered by the centre must be as a last resort where unable to find an alternative centre)
- a member of centre staff is taking a qualification at another centre

The **LPGS Conflicts of Interest Policy (Exams)** may be found on the school website. A hard copy is available in the exams office

National Centre Number Register and other information requirements

- Provides contact details and an address to which all correspondence in connection with the administration of examinations and assessments can be directed, which must be the registered address of the centre
- Ensures the National Centre Number Register annual update is responded to by the end of October every year
- Takes responsibility for confirming, on an annual basis, that they are both aware of and adhering to the latest version of the JCQ's regulations. This confirmation is managed as part of the National Centre Number Register (NCNR) annual update by completion of the Head of Centre Declaration
- Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
 - the centre status being suspended
 - the centre not being able to submit examination entries
 - the centre not receiving or being able to access question papers
 and ultimately, the withdrawal of awarding bodies' approval of the centre

Centre inspections

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit, and takes all reasonable steps to comply with all requests for information or documentation made by an awarding body or regulatory authority as soon as is practical
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify him/herself with a photo ID card and **must** be accompanied throughout his/her tour of the premises, including inspection of the centre's secure storage facility

Our Head of Centre is Mr Steve Whittle.

2.2 Exams Officer

The Exams Officer is responsible for the administration of exams. He or she:

- Understands the contents of annually updated JCQ publications including:
 - [General Regulations for Approved Centres](#)
 - [Instructions for conducting examinations](#)
 - [Suspected Malpractice - Policies and Procedures](#)
 - [Post-Results Services \(PRS\)](#)
 - [A guide to the special consideration process](#)
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October every year
 - Confirms the details or informs the awarding bodies of any changes to the centre's contact details through the National Centre Number Register
 - Informs the National Centre Number Register Team immediately (e-mail address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place
 - (Where it may be applicable) Informs the National Centre Number Register Team no later than 6 weeks prior to moving to a new address or a re-location of the secure storage facility

- Informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
 - Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
 - Ensures key tasks are undertaken and key dates and deadlines met
 - Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
 - Works with the SENCo to ensure invigilators supervising access arrangement candidates, and those acting as a facilitator supporting access arrangement candidates, fully understand the respective role and what is and what is not permissible in the exam room
 - Supports the Head of Centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
 - Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials
- Our Exams Officer is Mrs Sarah McAleer.

2.3 Senior Leaders

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - [General Regulations for Approved Centres](#)
 - [Instructions for conducting examinations](#)
 - [Access Arrangements and Reasonable Adjustments](#)
 - [Suspected Malpractice - Policies and Procedures](#)
 - [Instructions for conducting non-examination assessments](#) (and the instructions for conducting coursework)
 - [A guide to the special consideration process](#)
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

2.4 Special Educational Needs Co-ordinator (SENCo)

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications, including [Access Arrangements and Reasonable Adjustments](#)
 - Leads on the access arrangements and reasonable adjustments process
 - If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
 - Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Our SENCo is Mr James Chinery.

2.5 Heads of Faculty/Department

Heads of Faculty/Department are responsible for:

- Advising the Exams Officer of any changes to syllabus or assessment details for their subjects
- Advising the Exams Officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets

2.6 Teaching staff

- Supply information about entries, coursework and controlled assessments as required by the Head of Faculty and/or the Exams Officer

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

2.7 Invigilators

- Attend/undertake training on the current regulations, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Our lead invigilator is Mr Nigel Badham.

2.8 Reception staff

- Support the EO in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials

2.9 Site staff

- Support the EO in relevant matters relating to exam rooms and resources

2.10 Candidates

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

3. Qualifications offered

The Headteacher decides the qualifications we offer. In 2024–2025 we currently offer the following types of qualifications:

- GCSE
- OCR Nationals
- BTEC
- CTEC
- A-Level
- Extended Project

The subjects offered for these qualifications in any school year may be found on our website.

The specification is the awarding body's actual content/syllabus of the subject (as opposed to qualification type). For instance, the choice between OCR or AQA for English.

Informing the exams office of changes to a specification is the responsibility of the Head of Faculty.

Decisions on whether a candidate should be entered for a particular subject will be taken by Head of Faculty in consultation with Head of Subject.

4. The Exam Cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this are grouped into the following stages:

- planning
- entries
- pre-exams
- exam time
- results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

4.1 Planning: roles and responsibilities

Information sharing

Head of centre

- Directs relevant centre staff to annually updated JCQ publications including [GR](#), [ICE](#), [AA](#), [SM](#), [NEA](#) (and the [Instructions for conducting coursework](#)) and [SC](#)

Exams officer

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that have been updated
- Signposts relevant centre staff to JCQ information that should be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

Information gathering

Exams officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of Y11/13 mocks twice per year, and Y10/12 mocks at the end of the summer term

Senior leaders

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in good time, minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and direct teaching staff to meet these

Access arrangements

Head of centre

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments
- Ensures a written process is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SEnCo

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed **Personal data consent** forms from candidates where required and ensures **Data protection confirmation(s)** by the examinations officer or SENCo are completed
- Applies for approval through **Access arrangements online (AAO)** via the **Centre Admin Portal (CAP)** where required, or through the awarding body where qualifications sit outside the scope of AAO

- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations

The LPGS **Word Processor Use (Exams) Policy** may be found on the school website

- Ensures criteria for candidates granted alternative rooming arrangements are clear, meet JCQ regulations and best meet the needs of individual candidates and remaining candidates in main exam rooms

Alternative rooming arrangements (formerly known as separate invigilation) are defined as sitting the examination outside of the main examination hall/room: e.g. a room for a smaller group of candidates. The main examination venues in LPGS are the Sports Hall and the Gym. Where offsite exam premises are required, any large space capable of accommodating 60 or more candidates would be deemed a "main" venue.

Decisions on the awarding of this arrangement rest with the SENCo.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre

Senior leaders, Teaching staff

- Support the SENCo in determining and implementing appropriate access arrangements / reasonable adjustments

Internal assessment and endorsements

Head of centre

Controlled assessments, coursework and non-examination assessments

- Ensures arrangements are in place to co-ordinate and standardise all marking of centre-assessed components and ensures that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (including where relevant, private candidates)
- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. internally assessed marks
- Ensures that teaching staff, in accordance with awarding bodies' instructions, return all subject-specific forms by the required date
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- Ensures a **non-examination assessment policy** is in place for GCE and GCSE qualifications which include components of non-examination assessment

The LPGS **Non-Examination Assessment Policy** may be found at p.26 of this document. A hard copy is available in the exams office.

- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally, if discovered prior to a candidate signing the authentication statement (where required); or reported to the awarding body if a candidate has signed the authentication statement

Senior leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering AQA Applied General qualifications, OCR Cambridge Nationals, Entry Level Certificate or Project qualifications follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- Ensure teaching staff delivering reformed GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body
- For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body
- Ensure teaching staff inform candidates of their centre-assessed marks, as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Exams officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ [Information for candidates documents](#) that are annually updated

Invigilation

Head of centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times

Exams officer

- Recruits additional invigilators where required to effectively cover all exam periods/series throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides thorough training for new invigilators on the current instructions for conducting examinations and an update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events

Internal exams

Mock or trial exams and assessments for KS 4 & KS 5 are scheduled in the following domestic exam series:

Year 11 and 13

October/November and February/March

| | |
|--|-----------|
| Year 10 and 12 | June/July |
| Internal exams in these series are held under external exam conditions and are formally supervised by the invigilation team. | |
| The Head of Centre decides which internal exam series are used in the centre. | |

4.2 Entries: roles and responsibilities

We do not act as an exams centre for other organisations.

Candidates or parents/carers cannot request subject entry, change of level or withdrawal. Any such decisions are made by Heads of Faculty in consultation with subject teachers and the SENCo as appropriate.

Estimated entries

Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- Makes candidates aware of the JCQ **Information for candidates – Privacy Notice** at the start of a course leading to a vocational qualification or when entries are submitted to awarding bodies for processing for general qualifications

Senior leaders

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

Final entries

Head of centre

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. entries.

Exams officer

- Requests final entry information from HoDs in good time to ensure awarding body external deadlines for submission can be met
- Informs HoDs of subsequent deadlines for making changes to final entry information without charge
- Confirms with HoDs final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed, reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

Final entries collection and submission procedure

The EO sends out class lists to the HoFs/HoDs, asking them to confirm the final candidate entries, the specification/entry codes, award level, tier and specific option component codes as necessary. Once confirmed, the EO enters this information on the school MIS and produces an exam entry file for each qualification. Entry files are sent to the awarding bodies via the A2C migration application. The awarding bodies' secure sites are subsequently checked for records of the exam entries. The EO confirms successful student entry to HoFs/HoDs when complete.

Senior leaders

- Provide information requested by the EO to the internal deadline
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- Check final entry submission information provided by the EO and confirm information is correct

Entry Fees

First sittings of timetabled subjects are paid for by the centre.

University admissions tests administered by the centre are paid for by the candidate. The costs include the test fee, where applicable, plus an administration charge and the costs of invigilation for the test.

Where a student wishes to sit an exam that is not part of the curriculum, this must be agreed by the Head of Centre. The costs of any community language qualifications which can be accommodated are usually borne by the centre, although LPGS reserves the right to charge candidates the examiner fee for the speaking test component.

Late entry or amendment fees may be charged to departments or to candidates if the request is made after the awarding body deadlines.

Re-sit entries

We allow re-sits for the following types of qualifications:

- GCSE Maths and English Language
- BTEC unit exams
- CTEC unit exams
- CNAT unit exams

Re-sit decisions for these qualifications will be made by heads of department in consultation with the exams officer.

Payment is not required for re-sitting GCSE Maths or GCSE English Language where a candidate originally gained a grade 3 or below. Payment is required for these qualifications where candidates wish to improve upon a grade 4 or higher. Payment is not required for re-sitting vocational units when students are directed to re-sit by HoDs or wish to improve their grade. LPGS reserves the right to charge Level 3 candidates for vocational unit exams if they change their minds after the awarding body deadline for entries.

Candidates wishing to re-sit any other subjects will also be required to pay at the time of entry and each case will be decided on its merits by the Head of Centre. It is not the responsibility of the centre to chase candidates to determine whether a resit is required: this decision must be made by the candidate before the internal deadline set by the EO.

Private candidates

The centre **may** accept private candidates for exam entries if they were previously on roll at LPGS and/or are currently known to a member of staff.

Private candidates are charged an administration fee, plus the costs of the qualification (and invigilation, if the subject is not one of the centre's timetabled examinations in the series).

It is the responsibility of the candidate to communicate their wish to enter for an exam at the earliest opportunity to the EO, together with details of any previously awarded access arrangements they wish to carry forward. Access arrangements can only be provided in strict accordance with the current JCQ regulations.

Candidate statements of entry

Exams officer

- Provides candidates with statements of entry for checking

Teaching staff

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates

- Confirm entry information is correct or notify the EO of any discrepancies

4.3 Pre-exams: roles and responsibilities

Access arrangements and reasonable adjustments

SENCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments 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 them

- 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
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor

Briefing candidates

Exams officer

- Once timetables are confirmed, issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams, issues relevant JCQ 'information for candidates' documents
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
 - exam timetable clashes
 - arriving late for an exam
 - absence or illness during exams
 - what equipment is/is not provided by the centre
 - food and drink in exam rooms
 - unauthorised items in exam rooms
 - when and how results will be issued and the staff who will be available
 - post-results services information and how the centre will deal with requests from candidates
 - when and how certificates will be issued

Dispatch of exam scripts

Exams officer

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

Estimated grades

Senior leaders

- Ensure teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

Exams officer

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent

Internal assessment and endorsements

Head of centre

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

SENCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre-assessed marks prior to marks being submitted to awarding bodies

Senior leaders

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

Exams officer

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the awarding body

Invigilation

Exams officer

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates experienced invigilators on any regulation changes and any changes to centre-specific processes
- Deploys invigilators effectively to exam rooms throughout an exam series. This includes the provision of a roving invigilator where any candidate and invigilator (acting as a practical assistant, reader or scribe) are accommodated on a 1:1 basis, to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/reader and/or scribe in maintaining the integrity of the exam
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

SEnCo

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

Invigilators

- Provide information as requested on their availability to invigilate throughout an exam series

JCQ Centre Inspections

Exams officer or Senior leader

- Will accompany the Inspector throughout a visit

SEnCo or relevant Senior leader (in the absence of the SENCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

Seating and identifying candidates in exam rooms

Exams officer

- Ensures a procedure is in place to verify the identity of all candidates
- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

Candidate Identification Procedure

LPGS candidates are identified by their centre ID card, or, if unable to produce this at the time of an exam, have their identity vouchsafed by a senior teacher.

Private candidates, or a transferred candidate not known to the centre, are required to produce their passport, or equivalent photo ID document, at the time of an exam.
Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes.

Invigilators

- Follow the procedure for verifying candidate identity provided by the EO
- Seat candidates in exam rooms as instructed by the EO/on the seating plan
- Note any alterations to seating on the plan, countersigning it as part of the exam record-keeping process

Security of exam materials

Exams officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those staff authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times. There must be between two and six keyholders only (the exams officer must be one of the keyholders), each of whom must fully understand their responsibilities as a key holder to the secure storage facility
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery, recording confidential materials received and signed for by authorised centre staff
- Ensures that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Ensures that examination stationery, e.g. answer booklets and formula booklets, are stored in the secure room (attempting to store this material in the secure storage facility, when space allows)
- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment to prevent unauthorised personnel accessing live assessment materials and that only authorised members of centre staff have access to electronic question papers)
- At least two and no more than six members of LPGA staff should be authorised to handle secure electronic materials, one of whom must be the exams officer*. Other members of centre staff may assist with printing and collation provided they are under supervision.
*For AQA examinations, one member of centre staff can be authorised to handle secure electronic material.

Reception staff

- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transferal to the secure storage facility
- Inform the EO of a courier's arrival as soon as possible when examination scripts are due to be dispatched

Teaching staff

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and rooming

Exams officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo regarding rooming of access arrangement candidates

Overnight supervision arrangements

Overnight supervision will be carried out according to instructions in the JCQ ICE booklet Section 8. Any such arrangements must ensure that the candidate does not have advance warning of the content of the examination deferred to the following morning. This means that the candidate must not meet or communicate with anyone who may have any knowledge of the content. This includes any form of electronic communication / storage device or telephone (both landline and mobile), email, internet and social media. It also extends to television and radio, which may report key details of the day's examinations.

The JCQ **Overnight Supervision** and **Overnight Supervision Declaration** forms must be completed before the overnight supervision is to commence. The JCQ Overnight Supervision form is completed online using the 24 Centre Admin Portal (CAP). The JCQ Overnight Supervision Declaration form is downloaded from the Centre Admin Portal (CAP) for signing by the candidate, the supervisor and the Head of Centre.

Langley Park School for Girls will:

- a) inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions/penalties, as detailed in the JCQ publication Suspected Malpractice: Policies and Procedures: <http://www.jcq.org.uk/exams-office/malpractice>;
- b) be satisfied that the arrangements maintain the integrity and security of the examination;
- c) keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested;
- d) inform the relevant awarding body **immediately** of any known or suspected contravention of the arrangements for overnight supervision of a candidate.

SEnCo

- Liaises with the EO regarding rooming of access arrangement candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Site staff

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

Alternative site arrangements, if necessary

Exams officer

- (Where/if applicable to the centre) Will ensure question papers are only taken to an alternative site where the published criteria for an alternative site arrangement have been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site arrangement notification using CAP (or through the awarding body where a qualification may sit

outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Transferred candidate arrangements

Exams officer

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

Internal exams

Exams officer

- Prepares for the conduct of internal exams under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre)

SENCo

- Liaises with teaching staff and EO to make appropriate arrangements for access arrangement candidates

Teaching staff

- Provide exam papers and materials to the EO
- Support the SENCo in making appropriate arrangements for access arrangement candidates

4.4 Exam time: roles and responsibilities

Access arrangements

Exams officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency/temporary access arrangements as they arise at the time of exams
 - applies for approval through AAO where required, or through the awarding body where qualifications sit outside the scope of AAO

Conducting exams

Head of centre

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

Exams officer

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

Exam papers and materials

Exams officer

- Checks that exam question papers and associated confidential resources are in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, takes care to ensure the correct question paper packets are opened by ensuring a second member of centre staff (e.g. an invigilator), additional to

the person removing the papers from secure storage, checks the day, date, time, subject, unit/ component and tier of entry, if appropriate, immediately before a question paper packet is opened

- Ensures this second pair of eyes check is recorded
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

Exam rooms

Head of centre

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures that in practical exams, subject staff are only available in accordance with JCQ guidelines
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

A formal briefing session for candidates may be given by the Head of Centre, Deputy Headteacher or other senior leaders.

Food and drink

Candidates may only bring a transparent bottle of water (bearing no labels or printing of any kind) into the exam room. Food is not permitted, unless it is required for a medical condition and has been pre-arranged with the exams officer.

Leaving the exam room

A candidate leaving the room temporarily must always be escorted by a member of centre staff, or they will not be readmitted to the examination. The staff member must not be the candidate's subject teacher or a subject expert for the examination in question. Candidates leaving the room temporarily will not normally have this time compensated at the end of the exam unless they have an access arrangement for supervised rest breaks, or it is a medical emergency.

Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session-by-session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for any candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

The LPGS **Emergency Evacuation Policy** can be found at p.43 of this document. A hard copy is available in the exams office

Site staff

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

Invigilators

- Conduct exams in every exam room according to JCQ [Instructions for conducting examinations](#) and/or awarding body requirements, and as instructed by the centre in update and briefing sessions

Candidates

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam
- Are expected to follow school rules on behaviour and dress at all times
- Must not bring into the exam room any unauthorised items (such as a mobile phone or revision notes), or specifically proscribed equipment (such as a calculator in certain Mathematics components)
- Understand that their personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage

Dispatch of exam scripts

Exams officer

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

Irregularities

Head of centre

- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

The LPGS **Malpractice Policy** can be found on the school website. A hard copy is available in the exams office

Senior leaders

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

Candidate absence

Candidate absence policy

Parents/carers must contact the school on 020 8639 5200 as soon as possible to inform of an absence for an examination and to obtain advice. In the case of illness, a doctor's note may be required. If no call is received, a member of staff will try to contact parents/carers using the contact details held on the school records, leaving messages if necessary.

Exams officer

- (if not already advised before the start of an exam) Is responsible for alerting staff to absentees as soon as possible after candidates are seated

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that candidates who are confirmed as absent are clearly marked as such on the attendance register and seating plan

Candidate late arrival

Candidate late arrival policy

A candidate who arrives after the start of an exam, but is not 'very late' according to the JCQ definition, will be allowed to sit the exam at the exam officer's discretion. A candidate who arrives late will be allowed the full time for the examination subject in accordance with JCQ regulations (this may necessitate sitting the exam in an alternative room if the late finish would clash with the start of a second examination in the original room).

A candidate who arrives **very** late after the start of an exam may only be allowed to sit the examination at the Head of Centre's discretion. A candidate will be considered 'very late' if he/she arrives:

- more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination;
- after the awarding body's published finishing time for an examination that lasts less than one hour.

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to the published timescale
- Warns candidates that their script may not be accepted by the awarding body

Invigilators

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that any relevant information is recorded on the exam room incident log

Unauthorised items

Unauthorised items

Candidates are not permitted to bring unauthorised items to the exam.

Candidates and parents are made aware of this prior to examinations, via the EO's email including the JCQ 'information for candidates' notices. An unauthorised items poster is also displayed outside exam rooms. Invigilators remind candidates about unauthorised items in their announcement at the start of each exam.

If candidates have any unauthorised material in an examination (whether or not they intend to use it), this may be considered as malpractice. Examples of unauthorised items include, but are not restricted to: notes, study guides and personal revision material, own blank paper, calculators (when prohibited), dictionaries (when prohibited), equipment which can capture a digital image,

electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, earbuds, mobile phones, tablets, MP3/4 players, smart glasses, pagers and wristwatches.

Should unauthorised items be found on a candidate's person during an exam:

- wherever possible, an invigilator should ask a second invigilator to witness and confirm that contraband has been discovered;
- wherever possible, the invigilator should remove and keep any unauthorised item that a candidate may have in the examination. If necessary, the invigilator should summon assistance.
- the invigilator must report this incident on the exam incident log with as much information as possible
- the invigilator must inform the EO during (if possible), or immediately after, the exam
- the Head of Centre must be informed
- after the exam a statement must be taken from the candidate and the invigilator
- the EO will inform the candidate and parent/carer that the incident will be reported to the awarding body
- the EO will report the incident to the awarding body as per JCQ regulations

Special consideration

Special consideration policy

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the exams officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within five days of the exam.

The EO will **not** make a special consideration application unless there is written evidence to support the claim. This includes medical reports from GPs and consultants, and/or supporting statements from senior leaders (e.g. in cases of bereavement)

Exams officer

- Will make any application for special consideration, if applicable and supported by written evidence, to the relevant awarding body before the published deadline
- Will inform candidates if the awarding body accepts their application
- Will retain the supporting evidence until after the publication of results

Candidates

- Will provide appropriate evidence to support special consideration applications, where required

4.5 Results and post-results: roles and responsibilities

Internal assessment

Senior leaders

- Ensure teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensure work is returned to candidates after the retention period or disposed of according to the requirements

Managing results day(s)

Senior leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams officer

- Works with senior leaders to ensure procedures for managing the main summer results day(s) are in place

Results day procedures

Candidates may collect their individual results slips in person, available from 08:00am, or as determined by JCQ

Electronic copies of results will also be sent to individual student email accounts from 11:00am. The school does not send results slips by post.

Candidates can arrange for someone else to collect results on their behalf by completing the permission form available on Firefly before the end of term. The person collecting results on behalf of the candidate will need to bring photo ID.

Site staff

- Ensure the centre is open and accessible to centre staff and candidates, as required, for the collection of results

Accessing results

Head of centre

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

Exams officer

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

Post-results services

Head of centre

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

Exams officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

Analysis of results

Senior Leader with responsibility for exams

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre)
<https://tableschecking.education.gov.uk>

Our senior leader in this role is Ms Jenna Laity, Assistant Headteacher

Certificates: issue and retention

Certificates are provided to centres by awarding bodies after results have been confirmed.

Certificate issue procedure

Students still on roll will be told when their certificates are available to collect. Emails are sent to all students not on roll informing them of when they can collect their certificates and what ID to bring with them. A notice is also posted on the LPGS social media channels. All certificates must be signed for. These records are kept to evidence collection. If arranging for another person to collect on their behalf, students must fill in the form on Firefly (if still on roll), or provide the EO with written or email authorisation in advance of collection. All authorised delegates must provide their own photo ID on collection of certificates.

Certificate retention

Regulations only require the school to keep certificates for 12 months after receipt; we currently keep certificates for 4 years and then destroy them securely. A record is kept of all certificates destroyed, in accordance with JCQ regulations.

Candidates

- May arrange for certificates to be collected later than the advertised issue dates, either in person or by an authorised representative, at any time during the academic year when the school is open, by prior arrangement with the EO. Photographic ID is required on collection of certificates.

5. Monitoring and review

Exams officer

- Provides SLT with an overview of each exam series, highlighting what went well and what could be developed/improved in terms of management and administrative processes within the stages of the exam cycle
- Evaluates feedback from staff, candidates and invigilators to inform any such review

Senior leaders

- Work with the EO to produce a plan to action required improvements identified in any review

7. Access Arrangements Policy

Tests & Examinations: Access Arrangements

What are Access Arrangements?

Access Arrangements are agreed before an assessment. They are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. For example, this might include additional time, readers, rest breaks, scribes and enlarged question papers. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. They are the principal way in which Awarding Bodies comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Only tests and assessors authorised by the school and recognised by JCQ (Joint Council for Qualifications) can be accepted for access arrangements for public examinations.

Responsibility for Exams Access

Access arrangements are overseen by Mr James Chinery (SENCo) in partnership with the Exams Officer, Mrs Sarah McAleer.

The school does not have the resources to conduct diagnostic testing. Referrals can be made as appropriate to the Complex Communications Service or Phoenix Centre for ASD and ADHD assessment respectively. Dyslexia assessments are not arranged by the school, although where there is cause for concern then initial screening tests can be carried out as an indicator. Full diagnostic assessments for dyslexia have to be pursued privately, if appropriate.

We have a Specialist Teacher for SpLD in the Team, Ms Laura Fenton.

The Equality Act 2010 Definition of Disability

The updated exams access guidance for 2024-2025 (Adjustments for Candidates with Disabilities and Learning Difficulties: Access Arrangements and Reasonable Adjustments) can be found here:

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

A definition of Disability under the Equality Act 2010 is provided on page 15 of the above publication. The Equality Act 2010 requires an awarding body to make **reasonable adjustments** where a candidate, who is disabled within the meaning of that Act, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper, which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- The needs of the disabled candidate;
- The effectiveness of the adjustment;
- The cost of the adjustment; and
- The likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The centre must ensure that approved adjustments can be delivered to candidates.

Purpose of the policy

The purpose of this policy is to confirm that Langley Park School for Girls has a written record which clearly shows the centre is leading on the access arrangements process and

- is complying with its obligation to identify the need form request and implement access arrangements ([GR 5.4](#))

- has a written process in place to check both the qualification(s) of its assessor(s) and that the correct procedures are followed as in chapter 7 of the JCQ document *Access arrangements and reasonable adjustments* ([GR 5.4](#))

General principles

The head of centre/senior leadership team will appoint a SENCo, or equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or injury ([GR 5.4](#))

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact within the classroom and/or in timed assessment. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations ([AA 4.2](#))

The principles for LPGS to consider include:

- the purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate, preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessment for a disabled candidate ([AA 4.2](#))
- although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question ([AA 4.2](#))
- candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis ([AA 4.2](#))
- access arrangements/reasonable adjustments should be processed at the start of the course ([AA 4.2](#))
- arrangements must always be approved before an examination or assessment ([AA 4.2](#))
- the arrangement(s) put in place must reflect the support given to the candidate in the centre ([AA 4.2](#))
- the candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination ([AA 4.2](#))

The assessment process

At LPGS, assessments are carried out by an appropriately qualified assessor appointed by the head of centre in accordance with JCQ requirements ([AA 7.3](#)). Our current assessor is Ms Laura Fenton, (OCR Level 7 Diploma in Assessing and teaching learners with Specific Learning Difficulties - Dyslexia).

At the point an assessor is engaged/employed at LPGS, evidence of the assessor's qualification is obtained and checked against the current requirement ([AA 7.3](#)). This process is carried out prior to the assessor undertaking any assessment of a candidate. Evidence of successful completion of a post-graduate course in individual specialist assessment at or equivalent to Level 7, or a printout of a screenshot of HCPC or SASC registration, is held on file for inspection purposes to confirm that the assessor(s) is/are suitably qualified ([AA 7.3-7.4](#))

Unless the assessor directly employed by LPGS is an appropriately qualified psychologist (registered with the Health & Care Professions Council) or a specialist teacher assessor holding a current SpLD Assessment Practising Certificate, the assessor's name will be entered into *Access Arrangements Online* to confirm their status.

LPGS confirms:

- guidelines for the assessment of the candidate's learning difficulties will be followed and Form 8 (JCQ/AA/LD – Profile of learning difficulties) will be completed ([AA 7.5-7.6](#))

- arrangements must be made for the candidate to be assessed by the centre's appointed assessor (aa 7.5)
- assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AA 7.5)
- the assessor must carry out tests which are relevant to support the application (AA 7.5)
- a privately commissioned assessment, where the centre has not been involved, cannot be used to aware access arrangements and cannot be used to process an application using *Access arrangements online* (AA 7.3)
- relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA 7.3)
- applications for approval through *Access arrangements online* will only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with full supporting evidence in place

Roles & Responsibilities

Special Educational Needs Co-ordinator (SENCo):

- Has full knowledge and understanding of the contents of the latest JCQ guidance, refers to and directs relevant centre staff.
- Ensures the assessment process is administered in accordance with the regulations.
- Leads on the access arrangements process to facilitate access for candidates.
- Works with an appropriately qualified assessor relating to assessing candidates and the administration of the assessment process.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures arrangements put in place for exams/assessments reflect a candidate's **normal way of working** within the centre.
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis.
- 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.
- 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.
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.
- 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.
- Liaises with the Exams Officer to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Liaises with the Exams Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- Liaises with the Exams Officer to ensure exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.

Exams Officer:

- Is familiar with the entire contents of the annually updated JCQ guidance and is aware of information contained in access arrangements where this may be relevant to their role.

- In conjunction with the SENCo follows guidance in 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.
- 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 a file for each candidate that will include:
 - Completed JCQ/awarding body application forms and evidence forms.
 - Appropriate evidence to support the need for the arrangement where required.
 - Appropriate evidence to support normal way of working within the centre.
- 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 regarding any appropriate modified paper requirements for candidates.
- Liaises with the SENCo 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).
- Arranges for modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate.
- 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 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.
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.
- Appoints and ensures training for appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter).
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates.
- Liaises with the SENCo regarding rooming of access arrangement candidates.
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only).
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam.
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers.
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO.

Senior Leaders:

- Are familiar with the entire contents of the annually updated JCQ publications relating to exams access arrangements.
- Support the SENCo in determining the need for and implementing access arrangements where appropriate.

Teaching Staff:

- Access information available to them in order to be fully aware of the access needs of students they are teaching.
- Inform the SENCo of any support that might be needed by a candidate.
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre.
- Provide information to evidence the normal way of working of a candidate.

Assessor of Candidates with Learning Difficulties (External):

An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor. This person will:

- Have a detailed understanding of the current JCQ publications and guidance.
- Conduct appropriate assessments to identify the need(s) of a candidate.
- Provide feedback and reports to the SENCo to support exams access applications.

Alternative rooming arrangements (sometimes called 'separate invigilation')

LPGS may provide a room, other than the main exam venue, for a smaller group of candidates with similar needs. To award this access arrangement to a candidate, the SENCo must be satisfied that they have a well-established, substantial and long-term impairment which has an adverse effect when the candidate sits internal tests and mock examinations in the main examination hall.

1:1 invigilation and the use of a private room would apply where a candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room.

Use of word processors

To conform with the latest guidance, LPGS has a Policy on the Use of Word Processors in exams, which can be found on our website.

Facilitating Access: An example

The following information confirms LPGS'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 below provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

| Example of candidates needs | Arrangements explored | Centre actions |
|--|--|--|
| A medical condition which prevents the candidate from taking exams in the centre | Alternative site for the conduct of examinations Supervised rest breaks | <ul style="list-style-type: none"> • <i>SENCo gathers evidence to support the need for the candidate to take exams at home with rest breaks.</i> • <i>Approval confirmed by SENCo; AAO approval for both arrangements not required.</i> • <i>EO submits appropriate 'Alternative site for the conduct of exams form'.</i> • <i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials.</i> • <i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam.</i> |
| Persistent and significant difficulties in accessing written text | Reader/computer reader 25% Extra time | <ul style="list-style-type: none"> • <i>SENCo confirms candidate is disabled within the meaning of the Equality Act 2010.</i> • <i>SENCo submits AAO application. 25% extra time awarded.</i> • <i>Form 8, signed and dated, with all relevant sections completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice.</i> • <i>SENCo file note provided for use of a reader to confirm this is the student's normal way of working.</i> • <i>EO checks papers for those testing reading as a reader will not be allowed in papers (or sections of papers) testing reading.</i> |
| Significant difficulty in concentrating | Prompter Alternative accommodation within the centre | <ul style="list-style-type: none"> • <i>SENCo gathers evidence to support substantial and long term adverse impairment.</i> • <i>SENCo confirms with candidate how and when they will be prompted.</i> • <i>EO briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for alternative room).</i> |
| A wheelchair user | Seating arrangements Practical assistant | <ul style="list-style-type: none"> • <i>EO allocates exam room on ground floor.</i> • <i>EO confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room.</i> |