Queen Mary's Grammar School
Exams Policy
November 2020

Note: Additional information included in this policy

Appendix 1	Exam contingency plan
Appendix 2	Disability policy
Appendix 3	Access arrangements
Appendix 4	Word processor policy
Appendix 5	Appeals against coursework and enquiries about external results
Appendix 6	Procedure to Identify Candidates

## 1.	Aims

The purpose of this exams policy is:
- to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. The exams policy will be reviewed every year by the governing body.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

(Note: https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams gives specific public health guidance for holding exams in the Autumn 2020 exam series, which will be implemented alongside QMGS general Covid-19 arrangements)

## 2.	Exam responsibilities

The Head of Centre:
The 'Head of Centre' is the most senior operational officer in the organisation. This may be the Headteacher of a school, the Principal of a college, the Chief Executive Officer of an Academy Trust or the Managing Director of a company or training provider. It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the ICE booklet.
- has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*. https://www.jcq.org.uk/exams-office/malpractice

The Examinations Officer:
- manages the administration of internal exams and external exams
- advises the Senior Leadership Team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- ensures that the Centre's storage facility only contains current and 'live' confidential material. Past examination question papers, internal school tests and mock examination must not be kept in the secure storage facility

- <mark>restricts access to the secure storage facility to between two and six key holder only, and only those members of staff directly involved in the administration of examinations.</mark>
- <mark>Ensures that the walls, ceiling and floor of the secure storage facility is of a strong and solid construction, including the replacement or reinforcement of stud walls and false ceilings</mark>
- <mark>Ensures that an appropriate non-portable filing cabinet, with a full-length external locking bar that runs the entire length of the centre of the cabinet, is used</mark>
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- line manages the senior exams invigilator in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- <mark>Ensures that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during the examination.</mark>
- ensures candidates' coursework/controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*. https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

Heads of Department are responsible for:
- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.

Teachers are responsible for:
- supplying information on entries, coursework and controlled assessments as required by the Head of Department and/or Exams Officer.

The **Special Educational Needs and Disabilities Coordinator (SENDCO)** is responsible for:
- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- process any necessary applications in order to gain approval (if required).
- Works with the Exams Officer to administer access arrangements following the regulations in the JCQ publication *A guide to the special consideration process*. https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

Lead invigilator/invigilators are responsible for:
- assisting the exams officer in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exams office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:
- confirmation and signing of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

<mark>**Senior Members of Centre Staff**:</mark>
- <mark>Members of SLT and relevant Heads of Year, approved by the Head of Centre, who have not taught the subject being examined, may be present at the start of the examination. This is to:</mark>
  - <mark>Identify and settle candidates and instil discipline</mark>
  - <mark>Check that the candidates have been issued with the correct question papers for the day, date, time, subject, unit/component and tier of entry, if appropriate</mark>
  - <mark>Check that the candidates have the necessary equipment and materials, i.e. calculators, preliminary materials. Anthologies or set texts, where permitted</mark>
  - <mark>Start the examination</mark>

3. Qualifications offered

The qualifications offered at this centre are decided by the Heads of Department in consultation with the Head of School or Deputy Head.

The subjects offered for qualifications in any academic year may be found in the published options booklets on the School's website).

Where Queen Mary's uses a third party to deliver any part of a qualification it will maintain oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements. The Exams Officer will obtain written approval from the awarding body before the School permits a third party to deliver any part of the qualification including assessments.

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

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

4. Exam series

Internal exams are held under external exam conditions and are scheduled in:
* November – Year 11 mock exams
* January – Year 13 mock exams
* May/June – Years 9-10 & 12 end-of-year exams

External exams and assessments are scheduled mainly in the summer exam series (May/June), with some GCSE re-sits in Maths and English in the November series. There is an exceptional external exam series, in light of the coronavirus pandemic, in the Autumn of 2020, from October to November.

5. Exam timetables

Once confirmed, the Exams Officer will circulate the individual exam timetables at a specified date before each series begins. These will also be displayed on the exam notice board (location tbc).

6. Entries, entry details and late entries

There are certain conditions placed upon exam entries:
* Candidates or parents/carers cannot request a subject entry, change of level or withdrawal without prior consultation with the Senior Leadership Team (SLT).
* The centre accepts entries from private candidates on a case-by-case basis.
* The centre does not act as an exams centre for other organisations.
* Entry deadlines are circulated to Heads of Department via email and briefing meetings
* Heads of Department will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines.
* Entries and amendments made after an awarding organisation's deadline (i.e. late) require authorisation of the SLT

7. Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance for each exams series.
Payments
* First GCSE, AS and A2/A level entry exam fees are paid by the centre
* Late entry or amendment fees may be payable by the School or candidate depending on the circumstances
* Re-sit fees are paid by the candidates, through the Parent Pay system

8.   Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation. The centre will comply with the legislation, including making reasonable adjustments to the service that that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the examinations officer and the SLT.

9.   Access arrangements Appendix 3: *Access Arrangements Policy* (December 2019)

The SENDCO will inform subject teachers of candidates with special educational needs of any special arrangements that individual candidates will need during the course and in any assessments/exams.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENDCO.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCO.

Rooming for access arrangement candidates will be arranged by the Examinations Officer, along with invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Examinations Officer.

Full details of the School's support for candidates with SEND requirements can be found in Appendix 2: *Disability Policy* (December 2019)

10.   Contingency planning – Appendix 1: QMGS Exam Contingency Plan

Contingency planning for exams administration is the responsibility of the Headmaster, Mr R. Langton, the Deputy Head, Mr M Lax, and other members of the SLT. *Please see Appendix 1: Exam Contingency Plan (September 2020)*

11.   Estimated grades

Heads of Departments are responsible for submitting estimated grades in line with the School policy to the exams officer when requested by the Exams Officer.

12.   Managing invigilators

Non-teaching staff will be used to invigilate examinations. These invigilators will be used for internal exams and external exams.

Recruitment of invigilators is the responsibility of the Deputy Head. Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the SLT. DBS fees for securing such clearance are paid by the centre. Invigilators' rates of pay are set by the Headmaster and Finance Director.

Invigilators are recruited, timetabled, trained, and briefed by the Examinations Officer.

All invigilators receive safeguarding updates, Level 1 training annually and follow the schools' safeguarding procedures if there is a concern

13.   Malpractice

The Head of Centre, in consultation with the Examinations Officer, is responsible for investigating suspected malpractice.

14.   Exam days

The following procedures apply:
- The Examinations Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.
- The Examinations Officer will ensure that all JCQ posters are displayed inside and outside of the exam room, including JCQ *Warning to Candidates* and Appendix 7 JCQ *Unauthorised Items*
- Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements in advance.

- The Examinations Officer will start and finish all exams in accordance with JCQ guidelines.
- In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Department in accordance with JCQ's recommendations.
- After an exam, the Examinations Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

Verifying candidate identity procedure on the day of exams:
- The Exams Officer will ensure a procedure is in place to verify candidate identity (including private candidates)
- Internal candidates will be verified by senior staff members present at the beginning of each written exam
- In addition, photo ID drawn from the school's MIS will be printed out and placed on each candidate's desk (internal or private). This will be checked and collected in before each exam starts.
- Private candidates who are not known to a current member of staff (such as a former student) must provide proof of identity. (Current passport, current UK driving licence, Current European identity card or current birth certificate and proof of current address are accepted).
- In cases 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 should be politely asked to remove the religious clothing for identification purposes.

15.   Candidates

The Examinations Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Deputy Headmaster.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room. Invigilators must be familiar with the JCQ *Warning to Candidates, JCQ Information for candidates* and the JCQ *Unauthorised items poster*

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time. Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Examinations Officer is responsible for handling late or absent candidates on exam day.

16.   Clash candidates

The Examinations Officer will be responsible as necessary for:
- Informing candidates
- Supervising escorts
- Providing private study arrangements

17.   Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's examinations officer to that effect.
The candidate must support any special consideration claim with appropriate evidence as soon as possible before an exam.

The Examinations Officer will make a special consideration application to the relevant awarding body.

18.   Use of laptops and devices

Taken from *Instructions for conducting examinations: 1 September 2020 to 31 August 2021 https://www.jcq.org.uk/wp-content/uploads/2020/09/ICE-20-21-Version-for-Website.pdf*

Centres can provide a word processor (e.g. computer, laptop or tablet), with the spelling and grammar check/predictive text disabled, to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic brailler or a tablet.

A word processor:
- must be used as a typewriter, not as a database, although standard formatting software is acceptable;
- must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, the centre must provide a memory stick to the candidate, which is cleared of any previously stored data;
- must be in good working order at the time of the examination;
- must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;
- must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;
- must be used to produce scripts under secure conditions, otherwise they may be refused;
- must not be used to perform skills which are being assessed;
- must not be connected to an intranet or any other means of communication;
- must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;
- must not include graphic packages or computer aided design software unless permission has been given to use these;
- must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;
- must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
- must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Non-Examined Assessment components can normally be completed on word processors unless prohibited by the specification.

Principally, that a word processor cannot simply be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.
<mark>Candidates must use a 12-point scale font and double line spacing when word-processing in exams</mark>

An awarding body may require a word processor cover sheet to be included with the candidate's typed script.

The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs. *Please see Appendix 4: Word Processor Policy (December 2019, updated September 2020).*

19.   Internal assessment

It is the duty of Heads of Department to ensure that all internal assessment is ready for dispatch at the correct time. The examinations officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the exams office by the head of department/teachers through SIMS.

20.   Results

Candidates will receive individual results slips on results days:
- in person at the centre
- by post to their home address - candidates to provide a self-addressed envelope
- by email to a school email address that has been checked and verified by the exams office
- collected and signed for by a nominated an verified 3rd party, by prior arrangement

Arrangements for the centre to be open on results days are made by the SLT. The provision of the necessary staff on results days is the responsibility of the SLT

==Queen Mary's Grammar School will ensure that senior members of centre staff are available immediately after the publication of results.==

21.   Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the candidate.

All processing of EARs will be the responsibility of the examinations office, following the JCQ guidance.

The appeals procedure to manage disputes regarding EARs is set out in the School's Policy, Appendix 5: *Appeals against (internal) coursework grading and Enquiries about (external) results (December 2019).*

22.   Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within the published number of days after the receipt of results.

Centre staff may also request scripts (or photocopies of scripts) for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once an original script has been returned.

Processing of requests for ATS will be the responsibility of the examinations office.

23.   Certificates

Candidates will receive their certificates
- in person at the centre
- collected and signed for

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

24.   Secure handling of exam scripts

The School complies with the guidance on the receipt and storage of scripts as set out in the JCQ's: *Instructions for conducting examinations: 1 September 2020 to 31 August 2021*

The person responsible for this policy is: R.J. Langton (Headmaster)
The examinations officer is: A. Kumar

Key staff involved in contingency planning

Role	Name(s)
Head of centre	**Mr Richard Langton**
Deputy Head with responsibility for exams	**Mr Michael Lax**
Exams Officer line manager	**Mrs Angela Johnson**
Exams Officer Exams Assistant	**Mrs Anita Kumar** **Mrs Debra Harrison**
SENDCo	**Mrs Nicola Youngman**
SLT member(s)	**Mr Graham Collins**
	Mr Timothy Brown
	Mr Anton Kolaric
	Mrs Rita Garbett (Headmaster's Personal Assistant)

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Queen Mary's Grammar School Local Governing Board	
Date of next review	November 2020

Contents

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Queen Mary's Grammar School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the *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*.
https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

This plan also confirms Queen Mary's Grammar School is compliant with the JCQ regulation (section 5.3(e), *General Regulations for Approved Centres: 1 September 2020 to 31 August 2021)*
https://www.jcq.org.uk/wp-content/uploads/2020/09/Gen_regs_approved_centres_20-21_FINAL.pdf

The Centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the Senior Leadership Team to act immediately in the event of an emergency or staff absence.

Escalation process:

If the Head of Centre, or Deputy Head with oversight of examination administration, be absent at any point during the exams cycle, remaining members of the SLT will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series. They will also be able to draw on additional support from the Mercian Trust central team (Lois Kelly) and SLT members at other Mercian Trust schools for additional support, as appropriate.

Possible causes of disruption to the exam process

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

Criteria for implementation of the plan

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

Planning
- ▶ *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- ▶ *annual exams plan not produced identifying essential key tasks, key dates and deadlines*
- ▶ *sufficient invigilators not recruited*

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*
- *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 the post-results services*

Centre actions to mitigate the impact of the disruption

- In these occasions, the responsibilities for carrying out the roles of the examinations officers will be delegated to the Headmaster and SLT. The Deputy Head, Mr Michael Lax, will assume day-to-day operational control.
- SLT to nominate a 'Deputy' to cover the role / task. This would usually be the immediate Line Manager, Angela Johnson and the Exams Assistant, Deb Harrison
- Extra help could be called on from one of the Lead Invigilators.
- Extra Hours should be allocated to the deputy to ensure there are sufficient hours to cover the work required.
- Extra help could be sought from staff at other local centres, especially from within the Mercian Trust
- Refer to www.theexamsoffice.org for detailed instructions on all exam procedures. The Exams Officer to ensure that a username and password is available to those that may need to deputise.
- Relief staff to be given access to secure storage procedures, including keys for the doors, usernames and passwords for the staff network and exams websites.
- Always report long term absence to the Exam Boards and Walsall Local Education Authority so they are aware of the situation, they may be able to help: https://go.walsall.gov.uk/education_directory

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

Criteria for implementation of the plan

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

Planning

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

- ▶ SLT to nominate a 'Deputy' to cover the role / task. This would usually be the Assistant Head, Mr Graham Collins or the Assistant SENDCo, Mrs Sarah Swain.
- ▶ If necessary, contact equivalent post-holders within the Mercian Trust for advice and support
- ▶ SLT to appoint qualified assessor to test candidates in place of the SENDCo. Mr Conrad Bourne, Director of Social Mobility at the Mercian Trust will assist in this matter.
- ▶ Approval from exam boards and exam arrangements should be passed to the Exams Office – with sufficient warning and planning time.
- ▶ Appointed 'Deputy' SENDCo to arrange student support during all exams.

3. Head of Department or teaching staff extended absence at key points in the exam cycle

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Criteria for implementation of the plan

Key tasks not undertaken including:

Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

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Centre actions to mitigate the impact of the disruption

- ▶ Heads of Departments should take responsibility for any missing entries, coursework marks and any assessment marks in the absence of a member of teaching staff.

- ▶ Entries must be made on time to meet deadlines and avoid late fees. Amendments can always be made at a later date to confirm final entries.
- ▶ In the case of absence of a Head of Department, the Deputy Head to ensure departmental continuity by requesting an alternative member of the department takes responsibility for the actions above.

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

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- ▶ Deputy Head, Human Resources Executive & Examinations Officer to liaise over number of exam invigilators trained and available well in advance of the exam season, to recruit as necessary, to review training procedures regularly and put in place additional training as required.
- ▶ Check availability of other invigilators who said they were available for the slot with shortages.
- ▶ Contact other schools within the Mercian Trust to see if they have any trained invigilators available
- ▶ Check 'freed staff' to see if there is anyone else available who has not been used from that teaching period.
- ▶ Check with staff cover organiser, Maureen Steventon, to see if there are any free cover supervisors available on that day
- ▶ See if it is possible to amalgamate any of the access arrangement rooms to release an invigilator.
- ▶ As a last resort, call upon SLT to invigilate.

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

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- ▶ A clear rooming plan for exams should be determined. This will include the sports hall (240), Board Room (20), H1-H4 (25 per room), Lecture Theatre (50), Music Rooms 1 & 2, Squash Court (20)
- ▶ Room bookings must be made early enough in advance to ensure there are sufficient rooms for exam students. In the case of Sports Hall, Lecture Theatre, Board Room, Squash Court all external lettings and bookings should be informed of the exams taking place – this is via the Mercian Finance Office
- ▶ If there is an emergency on the day, the free room calendar must be checked first and moves made accordingly.
- ▶ If all students are in exams at any one time, then the rooms used by that Year group in that period, should be free and can be booked for exams.

> ▶ If no possibility of any free rooms, refer to SLT for advice. It may be possible to call on Mercian Trust partners for extra capacity.

6. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- ▶ All exam entries should be made well in advance of the deadline to avoid this issue in the first place. If the entries are left to the last minute and there is an IT failure, firstly ring the relevant exam boards to explain. Ask for any agreement in writing to submit entries late.
- ▶ Contact SIPS (SIMS support) for help and advice. They can access our system remotely.
- ▶ The ICT Network Manager, Paul Scandrett, and Jamie Hynes should support the Exams Office as an absolute priority in the case of a SIMS failure at this point.
- ▶ Try to access SIMS through another computer i.e. another SIMS user. Contact other Mercian Trust schools for that possibility
- ▶ Check that the ICT Network Manager, Paul Scandrett, is aware of the exam results days to ensure smooth running of downloads.
- ▶ Examinations Officer to contact all Examination Boards for alternative route for dissemination of results.

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) 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

- ▶ Refer to School's Critical Incident Plan procedures
- ▶ Refer to School's emergency evacuation procedures

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- ▶ If the School is closed, or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning, it is the responsibility of the School to prepare students, as usual, for examinations:
- ▶ The School will communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- ▶ In the case of modular courses, candidates should sit the examinations in the next available series
- ▶ The School should plan to facilitate teaching and learning by an alternative method or alternative location. Extra capacity may be available at partner schools in the Mercian Trust or at other local schools
- ▶ Guidance on emergency planning, with advice on severe weather, is available on the Department for Education website: https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings
- ▶ Examinations Officer to advise the Examination Boards as appropriate.

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- ▶ The School can liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website. Partner schools within the Mercian Trust may be able to provide extra capacity.
- ▶ The School can offer candidates an opportunity to sit any examinations missed at the next available series
- ▶ The School can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.
- ▶ JCQ guidance on special consideration can be accessed through the JCQ website: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration
- ▶ The School will communicate with relevant awarding organisations at the outset to make them aware of the issue and communicate with parents, carers and candidates regarding solutions to the issue.

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

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency e.g. fire, adverse weather)

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Centre actions to mitigate the impact of the disruption

- ▶ The responsibility for deciding whether it is safe for the School to open lies with the Headmaster.
- ▶ In the event that the Head of Centre decides the centre cannot be opened for scheduled examinations, the relevant awarding bodies 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.
- ▶ The Headmaster is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.
- ▶ The School should open for examinations and examination candidates only if possible.
- ▶ The School should use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres, especially within the Mercian Trust or use other public buildings, if possible)
- ▶ The School may offer candidates an opportunity to sit any examinations missed at the next available series
- ▶ The School can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements

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11. Disruption in the distribution of examination papers

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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

- ▶ The Exams Officer will check all exam papers upon arrival in school and will alert the appropriate Awarding Bodies of any discrepancies.
- ▶ The awarding organisations to source alternative couriers for delivery of hardcopies.
- ▶ If this happens on the day of the exam, the awarding organisations should be contacted immediately. They would provide the School with electronic access to examination papers via a secure external network. Awarding organisations would fax examination papers to centres if electronic transfer is not possible.
- ▶ The examinations officer must ensure that copies are received, made and stored under secure conditions.

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12. Disruption to the transportation of completed examination scripts

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Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption

- ▶ The School will seek advice from awarding organisations and normal collection agency regarding collection.

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- ▶ The School must not to make arrangements for transportation without approval from awarding organisations.
- ▶ The School must ensure secure storage of completed examination scripts until collection.
- ▶ All exams scripts must be stored in the secure Exams Office.

13. 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

Centre actions to mitigate the impact of the disruption

- ▶ Notify Awarding Bodies immediately and subsequently students and their parents or carers.
- ▶ The awarding organisations should generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
- ▶ The candidates should retake affected assessment at subsequent assessment window.

14. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- ▶ The School should contact the awarding organisations about alternative options:
- ▶ The School will make arrangements to access its results at an alternative site within the Mercian Trust.
- ▶ The School will make arrangements to coordinate access to post results services from an alternative site within the Mercian Trust.
- ▶ The School will share facilities with other centres where possible.
- ▶ Inform staff, students and parents as soon as possible of the change in distribution of results.

Further guidance to inform and implement contingency planning

Ofqual :

https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted#disruption-to-assessments-or-exams

January 2018 Update

1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance:

• 'Emergency planning and response' from the Department for Education in England

• 'Opening and closing local-authority-maintained schools' from the Department for Education 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 closures' from NI Direct

• 'School closures – opening schools in extreme bad weather' from the Welsh government

• 'Procedures for handling bomb threats' from the National Counter Terrorism Security Office.

2. 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

3. Steps you should take

3.1 Exam planning

Review 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.

3.2 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 questions 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'.

6.Communicate with parents, carers and students 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.

3.3 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 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.

JCQ:

https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations (page 30)

Contingency planning

The qualification regulators, JCQ 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:

https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted

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 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the 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 as a 'contingency day' for examinations. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland

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

Centres must therefore remind candidates that they must remain available for the 'contingency day' should an awarding body need to invoke its contingency plan.

General regulations for approved centres

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

Guidance on *alternative site* arrangements (page 26)

https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Guidance on *transferred candidate* arrangements

https://www.jcq.org.uk/exams-office/entries

Instructions for conducting examinations

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

A guide to the special consideration process

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

GOV.UK

Emergency planning and response: Severe weather; Exam disruption

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

Teaching time lost due to severe weather conditions

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

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

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

Statutory guidance on school closures

https://www.gov.uk/government/publications/school-organisation-maintained-schools

	Queen Mary's Grammar School, Walsall
	Disability Policy **Appendix 2 to the Exams Policy**
	Approved by the LGB, December 2019 – updated September 2020

This policy is reviewed annually to ensure compliance with current regulations

Approved by the LGB, December 2019 – updated September 2020

Key staff involved in the policy

Role	Name(s)
SENDCo	**Mrs N Youngman**
Head of centre	**Mr R Langton**
Assistant SENDCo	**Mrs S Swain**
SEND Learning Support Assistant	**Ms Sharon Dooley**
Exam Officer	**Mrs A Kumar**

Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre

> *"recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010†. This must include a 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;*
>
> *†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect"*

[Quote taken directly from section 5.4.c of the current JCQ publication *General regulations for approved centres*]

This publication is further referred to in this policy as <u>GR</u>.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

▶ identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
▶ requesting access arrangements
▶ implementing access arrangements and the conduct of exams
▶ good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* <u>*Access Arrangements and Reasonable Adjustments*</u>

This publication is further referred to in this policy as <u>AA</u>.

Identifying the need for access arrangements

Roles and responsibilities

Head of Centre
- ▶ Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA

Special educational needs and disability coordinator (SENDCo)
- ▶ Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- ▶ Ensures the quality of the access arrangements process within the centre
- ▶ Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- ▶ Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- ▶ Ensures the assessment process is administered in accordance with the regulations
- ▶ Ensures a SEND Information Report (including the SEND policy) demonstrating the centre's compliance with relevant legislation is in place
- ▶ The details of the criteria the centre uses to award and allocate word processors for exams are in the word processor policy (Appendix 4)
- ▶ Leads on the access arrangements process to facilitate access for candidates
- ▶ Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- ▶ Provides a policy on the use of word processors in exams and assessments
- ▶ 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
- ▶ Provide information to evidence the normal way of working of a candidate
- ▶ Conducts appropriate assessments to identify the need(s) of a candidate
- ▶ Provides appropriate evidence to confirm the need(s) of a candidate
- ▶ Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching staff
- ▶ Inform the SENDCo of any support that might be needed by a candidate

Assistant SENDCo / Learning Support Assistant:
- ▶ (where appropriate) Provide comments/observations to support the SENDCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- ▶ Support the SENDCo in determining the need for and implementing access arrangements

Assessor/s of candidates with learning difficulties
(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)
- ▶ Has detailed understanding of the current JCQ publication AA

Use of word processors

The Word Processor Policy is available from the SENDCo

Requesting access arrangements

Roles and responsibilities

Special educational needs and disability coordinator (SENDCo)
- ▶ Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- ▶ Follows guidance in AA Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of AA
- ▶ 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 (*Application for access arrangements – Profile of learning difficulties*), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- ▶ Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- ▶ Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of AA, are entered into AAO to confirm their status including any professionals working outside 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 those qualifications listed on page 2 of AA (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

Exams officer
- ▶ Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- ▶ Liaises with the SENDCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the

exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)

▶ Following the appropriate process (AAO for those qualifications listed on page 74 of <u>AA</u>; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Implementing access arrangements and the conduct of exams

Roles and responsibilities

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

Head of Centre
▶ Is familiar with the *roles of heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE guidance
▶ Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

Special educational needs and disability coordinator (SENDCo)
▶ Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
▶ Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
▶ Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
▶ Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
▶ Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams officer
▶ Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current 'Access arrangements and reasonable adjustments' guidance 2019-20
▶ Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
▶ Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
▶ 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 appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
▶ Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
▶ Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
▶ Ensures that a prompter must not normally be the candidate's own subject teacher and must not be a relative or peer of the candidate. A private tutor cannot act as a prompter for the candidate.

- Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Liaises with the SENDCo 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 SENDCo to ensure 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
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENDCo regarding rooming of access arrangement candidates
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- 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 60 minutes 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
  - prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2 of AA
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Assistant SENDCo / Learning Support Assistant:
- Support the SENDCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

"Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."

[Quote taken from the JCQ publication *Instructions for conducting non-examination assessments*, Foreword]

Special educational needs and disability coordinator (SENDCo)
- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Exams Officer
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate

Teaching staff

▶ Support the SENDCo in implementing appropriate access arrangements for candidates

<u>Internal exams</u>

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

Special educational needs and disability coordinator (SENDCo)

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

Exams Officer

▶ Provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required

Teaching staff

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

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

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

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

Example of candidate need(s)	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	*SENDCo gathers evidence to support the need for the candidate to take exams at home* *Pastoral head or SENDCo provides written statement for file to confirm the need* *Approval confirmed by SENDCo; AAO approval for both arrangements not required* *Pastoral head or SENDCo discussion with candidate to confirm the arrangements should be put in place* *EO submits appropriate 'Alternative site for the conduct of exams form'* *EO provides candidate with exam timetable and JCQ information for candidates* *Pastoral head or SENDCo confirms with candidate the information is understood* *Pastoral head or SENDCo agrees with candidate that prior to each exam will call to confirm fitness to take exam* *EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials* *Invigilator monitors candidate's condition for each exam and records any issues on incident log*

		Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam
		Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition
		EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)
		EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence
		Pastoral head informs candidate that special consideration has been requested
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	*Confirms candidate is disabled within the meaning of the Equality Act 2010* *Papers checked for those testing reading* *Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded* *Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice*
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	*Gathers evidence to support substantial and long term adverse impairment* *Confirms with candidate how and when they will be prompted* *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 separate room)*
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	*Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed* *Provides height adjustable desk in exam room* *Allocates exam room on ground floor near adapted bathroom facilities* *Spaces desks to allow wheelchair access* *Seats candidate near exam room door* *Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room* *Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment*

	Queen Mary's Grammar School, Walsall	29
	Access Arrangements Policy **Appendix 3 to the Exams Policy**	
	Approved by the LGB, December 2019 updated September 2020	

This policy is reviewed annually to ensure compliance with current regulations

Approved by the LGB, December 2019 updated September 2020

Key staff involved in the access arrangements process

Role	Name(s)
SENDCo	**Mrs N Youngman**
Head of Centre	**Mr R Langton**
Assistant SENDCo	**Mrs S Swain**
SEND Learning Support Assistant	**Ms Sharon Dooley**
Exam Officer	**Mrs A Kumar**

What are access arrangements and reasonable adjustments?

Access arrangements

*"**Access arrangements are agreed before an assessment**. They allow candidates with specific needs, such as 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. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'."*
[AA *Definitions*, page 3]

Reasonable adjustments

"The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a candidate, who is disabled (person) within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. (undertaking an assessment.)

A reasonable adjustment (for a particular person) 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 a number of 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;*
- *unreasonable timeframes; or*
- *affects the security or integrity of the assessment.*

This is because the adjustment is not "reasonable". Page 3

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that Queen Mary's Grammar School complies with its *"...obligation to identify the need for, request and implement access arrangements..."*

[JCQ *General Regulations for Approved Centres, 5.4 (d)*]

This publication is further referred to in this policy as GR.

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties   Access Arrangements and Reasonable Adjustments'*.

This publication is further referred to in this policy as AA.

Disability policy (exams)

A large part of the access arrangements policy is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

> ***The Disability Policy is available from the SENDCo***

The access arrangements policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA 7.3.

Checking the qualification(s) of the assessor(s)

> A copy of the assessors qualifications are available from the SENDCo.

How the assessment process is administered

> *If/when a student is identified has requiring any form of access arrangement, the SENDCo will complete a Form 8 and send it to the assessor before the student is assessed.*

Recording evidence of need

> *Only Form 8 is acceptable. Spreadsheets, e-mail messages, centre devised equivalents of Form 8, educational psychologists' reports and other reports are not acceptable.*
>
> *SENDCos and assessors 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.*
>
> *The SENDCo will complete Part 1 of Form 8 prior to the candidate being assessed. Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the head of centre or a member of the senior leadership team should provide a written rationale supporting their decision to the parent/carer.*

Gathering evidence to demonstrate *normal way of working*

> *The arrangement(s) put in place will reflect the support given to the candidate in the centre, for example:*
> - *in the classroom (where appropriate);*
> - *in internal school tests/examinations;*
> - *mock examinations.*

Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 2 of AA. This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

> The *Access arrangements online* tool is completed by the SENDCO and EO.

Centre-specific criteria for particular access arrangements

Word processor policy (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENDCo.

The decision will be based on *whether the candidate has a substantial and long term impairment which has an adverse effect <u>and</u> the candidate's normal way of working within the centre.*

This policy is reviewed annually to ensure compliance with current regulations

Approved by the LGB, December 2019 updated September 2020

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENDCo	**Mrs Youngman**
Head of centre	**Mr R Langton**
Assistant SENDCo	**Mrs S Swain**
SEND Learning Support Assistant	**Ms Sharon Dooley**
Exam Officer	**Mrs A Kumar**

<u>Introduction</u>

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

References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2019/20 and ICE to JCQ Instructions for conducting examinations 2019/20. Principles for using a word processor.

Queen Mary's Grammar School complies with AA section 4 regulations as follows:

(AA 5.8.4)

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre.

Certain groups of learners will benefit from word processing becoming their standard way of working, and they are encouraged to use computers at school. This will be a decision made by the SENDCo.

For example, a candidate with:

· a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;

· a medical condition;

· a physical disability;

· a sensory impairment;

· planning and organisational problems when writing by hand;

· poor handwriting.

(Please be aware this list is not exhaustive).

(AA 4.2.1)

· Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

· The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

· The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

· Candidates are aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

(AA 4.2.5)

· The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

- in the classroom; or

- working in small groups for reading and/or writing; or

- literacy support lessons; or

- literacy intervention strategies; and/or

- in internal school tests and mock examinations

The use of a word processor

Queen Mary's Grammar School complies with AA section 5 as follows:

(AA 5.8.1)

Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).

· Only grants the use of a word processor to a candidate where it is their normal way of working

(see 4.2.5 above) within the School.

· Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

(AA 5.8.2)

· Provides access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification.

(AA 5.8.3)

· Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

· Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

· In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.

· Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Word processors and their programmes

Queen Mary's Grammar School complies with ICE section 14 regulations as follows:

Laptops, Tablets and Word Processors

(14.20 to 14.24)

Instructions for ensuring;

- Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic brailler or a tablet.

- Tablets are designed to run for a long period of time once fully charged. Their purpose is to be 'freestanding'.

  The battery capacity of a laptop or a tablet must be checked before the candidate's examination(s). The centre must ensure that the battery is sufficiently charged for the entire duration of the examination.

  The use of a fully charged laptop or tablet will allow a centre to seat a candidate within the main examination hall without the need for separate invigilation and power points.

- Candidates must be reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer: e.g. 12345/8001 – 6391/01.

  If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

- Each page of the typed script must be numbered, e.g. page 1 of 6.

- Invigilators must remind candidates to save their work at regular intervals. Alternatively, an IT technician can set up 'autosave' on each laptop/tablet. This way, if there is a complication or technical issue, the candidate's work is not lost.

Advice:
Candidates should use a minimum of 12pt font and double spacing in order to assist examiners when marking.

14.25 A word processor:

a) must be used as a typewriter, not as a database, although standard formatting software is acceptable;

b) must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, the centre must provide a memory stick to the candidate, which is cleared of any previously stored data;

c) must be in good working order at the time of the examination;

d) must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;

e) must either be connected to a printer so that a script can be printed off within the room of the exam, or have the facility to print from a portable storage medium. This must be done after the examination is over, must be supervised by an invigilator and overseen by the Exams Officer. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;

f) must be used to produce scripts under secure conditions, otherwise they may be refused;

g) must not be used to perform skills which are being assessed;

h) must not be connected to an intranet or any other means of communication;

i) must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;

j) must not include graphic packages or computer aided design software unless permission has been given to use these;

k) must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;

l) must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;

m) must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

A word processor cover sheet (Form 4) must be:

a) printed from the JCQ website -
https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms
and

b) included with the candidate's typed script. Please refer to the relevant awarding body's instructions as different processing arrangements apply.

An awarding body cannot guarantee a word processed script will be processed unless a cover sheet has been included.

Accommodating word processors in examinations

The use of word processors is internally accommodated in the following manner:

· The SENDCo clearly communicates the requirements of exam laptops to the EO and the ICT technicians.

Invigilation arrangements relating to the use of word processors include the following:

· Invigilation is carried out by trained staff and they follow the recommendations by the JCQ. They are updated of changes each Autumn term form the exams officer and SENDCO.

The criteria Queen Mary's Grammar School uses to award and allocate word processors for examinations

Awarding word processors
   ▶ A candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates. Queen Mary's Grammar School grants the use of a word processor to a candidate if the SENDCo has clear evidence of a need.

Exceptions might include where a candidate has, for example:
   ▶ a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
   ▶ a medical condition
   ▶ a physical disability
   ▶ a sensory impairment
   ▶ planning and organisational problems when writing by hand
   ▶ poor handwriting

Allocating word processors
Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the SENDCo and the exams officer

	Queen Mary's Grammar School, Walsall
	Appeals against (internal) coursework grading and Enquiries about (external) results
	Appendix 5 to the Exams Policy *December 2019, updated September 2020*

Principles for internal coursework

- The School will ensure that all internally assessed coursework for public examinations is marked accurately and fairly.
- Heads of Department will standardise marking within the department and to make arrangements for moderation which involves all teaching staff
- As far as possible, all subject teachers will ensure that centre assessed work is subject to internal moderation. Individual teachers will discuss the marking of coursework with departmental colleagues, and take the necessary steps to ensure consistent marking standards are applied.
- Marks will be made known to students before they are submitted to the exam board
- The school follows the protocol as set out by the JCQ
- If students feel that a coursework mark is unfair, the School will ensure that procedures are in place to allow a complaint to be heard. These procedures will be published to students and parents and will enshrine the principles of transparency, right of hearing, independence in the hearing and a written record of outcomes.
- The School will ensure that any concerns or complaints are resolved as soon as possible

Procedures following the release of centre assessed marks:

Stage 1   Informal Resolution

- Queen Mary's Grammar School will ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. The internal deadlines set for marking, internal standardisation arrangements, staffing arrangements and resources will all be at the discretion of each Head of Department to decide upon the most practical arrangements for that department.

- Queen Mary's Grammar School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. Appendix B https://www.jcq.org.uk/wp-content/uploads/2020/08/Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks.pdf page 3, point 6 contains advice on what materials can be made available to students.

- Queen Mary's Grammar School will, having received a request for copies of materials, promptly make them available to the candidate.

- Any student who considers a mark awarded for a Non-Examined Assessment to be inaccurate should consult the subject teacher as soon as possible in order to raise concerns. This discussion does not form part of any formal appeals procedure.

- If, after discussion, the student is still not satisfied that the mark is accurate, his or her parents should contact the Head of Department, who will decide on the appropriate action to take in order to reach an informal resolution of the issue.

Stage 2   Formal Resolution – Review of Non-Examined Assessment

- If the complaint cannot be resolved on an informal basis, the student's parents should request a review of marking in writing. The appeal should be **addressed to the Headmaster** and should **clearly state in writing** the details of the complaint and the grounds for appeal (see below for further guidance).

- Queen Mary's Grammar School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision. **A maximum of 5 working days from first being informed of the centre assessed mark is considered reasonable**, in line with the JCQ guidance (**Appendix B**, page 3, point 7). Requests will not be accepted after this deadline.

- The numbered points below offer guidance on the grounds for lodging a request for a review of marking. They appear in **Appendix B**, page 3, points 9 & 11:
  1. In most cases it is likely candidates who request reviews will believe that the marks they have been awarded do not give them sufficient credit for meeting the criteria in the assessment materials.
  2. The candidate must clearly state, in writing, the grounds for requesting a review of an internally-assessed mark. Evidence should be provided by the candidate of where they believe that assessment materials have not been correctly applied.
  3. The review will be of the mark that has been awarded, to confirm whether or not the candidate's mark is in line with the standard set for the other candidates at the centre.
  4. Complaints regarding the quality of teaching will not be accepted, since a review can only focus on the quality of work submitted.

- Upon receipt of a written request for review of marking, the Headmaster will provide a copy to the subject teacher who made the assessment so that they may make a written response to the request, if necessary. The Head of Department will also be informed of the review request at this stage.

- Queen Mary's Grammar School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
  - **Appendix B**, pages 4-6, points 11-15 contains more detailed guidance on the process of review.

- Queen Mary's Grammar School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

- The outcome of the review of the centre's marking will be made known to the Headmaster and the candidate will be informed in writing of that outcome. A written record of the review will be kept and made available to the awarding body upon request.

- Queen Mary's Grammar School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

- Queen Mary's Grammar School has decided not to charge for a requested review of marking.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after a review has taken place. The marking 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.

If the Headmaster has cause to disqualify a pupil's coursework then that pupil has a right of appeal directly to the Board.

Appendix A
https://www.jcq.org.uk/exams-office/non-examination-assessments

Appendix B
https://www.jcq.org.uk/wp-content/uploads/2020/08/Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks.pdf

Principles for Enquiries about Results
- The School will ensure that pupils and their parents are aware of the procedures that govern enquiries about external exam results.

Procedures following the publication by awarding bodies of exam results:
Any student who is unhappy with a mark given by an awarding body, if he or she feels that there may have been an error in the marking, he or she should follow the procedure set out below:

- The student should contact the subject teacher or Head of Department as soon as possible to raise concerns and discuss the best way forward. The Exams Officer will advise on what options are available to query the mark and the costs involved.
- Students should be aware that Enquiries about Results (EARs) could result in marks being raised, confirmed or lowered.
- If a student decides to proceed with an EAR, he or she must sign a consent form to confirm that they understand the consequence of an enquiry.
- If the student initiates the EAR, all costs involved must be paid by the student at the time the enquiry is made. No enquiry will be made unless the fees are paid. Requests for an EAR should be made to the Exams Officer or the Headmaster the day before the published deadline for EARs.
- If a parent asks to initiate an EAR the School will not raise any objections.
- Occasionally, the School may wish to initiate an EAR. In such circumstances, the School will obtain written consent from the student(s) concerned and will bear the cost of the enquiry.
- The outcome of EARs will be communicated to the student by the headmaster or the Exams Officer as soon as possible after the information has been received from the Awarding Body.

Procedures following the dissatisfaction of the School's response to an EAR:
In the event that a student feels that the School has not supported an EAR or appeal against a result:

Stage 1   Informal Resolution
- Any student who considers the School to be unsupportive in an EAR should, in the first instance, contact a member of the SLT to raise the concern. This discussion does not form part of any formal appeals procedure.
- If, after discussion, the student is still not satisfied that the mark is fair and appropriate, his or her parents should contact the Headmaster, who will decide on the appropriate action to take in order to reach an informal resolution of the issue.

Stage 2   Formal Resolution
- If the complaint cannot be resolved on an informal basis, the student's parents should lodge an appeal in writing. This should be done within five working days of the end of stage 1. The appeal should be addressed to the Headmaster and should clearly state the details of the complaint and the grounds for appeal.
- Upon receipt of a written appeal, the Headmaster will provide a copy to the member of the SLT who made the assessment and request a written response from them to the appeal. The teacher concerned will review the assessment, together with the Head of Department where appropriate, and respond in writing to the appeal. The response will be sent, by the Headmaster to the student's parents within five working days of receipt of the appeal.

Stage 3   Panel Hearing
- If the student and his parents are not satisfied with the written response received, the appeal will be subject to a panel hearing. The student and his or her parents will be informed of the hearing date; at least three days' notice will be given. The student will be provided with all the relevant documents (e.g. the marks given, the mark scheme). The student may present his or her own case and may be accompanied by a (single) parent, carer or friend. The subject teacher and the student will have the opportunity to hear each other's submission to the panel at the hearing. The panel will comprise a member of the Senior Leadership Team (SLT) and a Governor, neither of whom will have been previously involved with the appeal.
- The decision from the hearing will be made in writing to the student and his or her parents within two days of the hearing. This decision will be final.
- A written record of all appeals will be kept by the School and maintained by the Exams Officer.
- The Exams Officer will inform the Awarding Examination Body of any further EARs, including lodging an appeal against a result.

The member of staff responsible for the implementation of this policy is:
The Headmaster, Mr R.J. Langton

This policy is reviewed annually to ensure compliance with current regulations

Reviewed November 2020

Key staff involved in the policy

Role	Name(s)
Head of centre	**Mr R Langton**
Deputy Head	**Mr M Lax**
Exam Officer	**Mrs A Kumar**

Purpose of the plan

This plan outlines procedures put in place to identify candidates sitting exams at Queen Mary's Grammar School.

Private Candidates

The Centre does not accept private candidates, apart from recent leavers known to the school

Internal Candidates

Reception staff

All candidates are known to centre staff. The candidates are known to reception staff which enables them to act as the first point in the identification process.

Exam assistant

A register of all candidates is taken prior to candidates going to the exam room. Registers are taken again once the candidates are seated – this is also part of the school safeguarding procedure.

Teaching staff

A member of SLT or centre staff is present at the entrance of each exam room and can identify candidates.

Exams officer

Ensures candidate cards are present on each exam desk. The card shows the name and a photograph of each candidate entered for the current exam.

If a candidate is wearing religious clothing the exams officer would ask them to reveal their face in a private room prior to entering the exam room.

Provides a seating plan including the legal name and candidate number for all candidates. Informs invigilators of all changes to the seating plan.

Ensures all invigilators are aware of the current JCQ regulations for identifying candidates.

Invigilators

Once the exam has started an invigilator will walk up and down and complete the JCQ required seating plan. They do this using the candidate cards, checking the identities at the same time.

> *"The centre agrees to... have in place written procedures to verify the identity of all candidates at the time of the examination or assessment…" [GR 5.10]*
>
> Invigilators must establish the identity of all candidates sitting examinations.
>
> …A private candidate must show photographic documentary evidence to prove that he/she is the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence…
>
> …In cases where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes.
>
> Centres must inform candidates in advance of this procedure and well before their first examination.
>
> Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination." [ICE 9]