



Examination & Exam Contingency Policy

Document Control Information

Version	DATE	DESCRIPTION
5	09/12/2016	Re-draft, amalgamated policy
6	08/09/2017	Updated role descriptors, Contingency reviewed
7	10/09/2018	Reference to KS1 and KS2 national testing
8	27/09/2019	Re-draft, amalgamated policy
9	16/09/2020	No amendments, Covid-19 response added
10	14/12/2021	Removal of Deputy Headteacher within the documentation, movement of some responsibilities to exams officer, change of term to include special assessor, update of Covid measures
11	12/05/2023	No changes were made
12	08/05/2024	Section added on malpractice during internal assessments, additional information added regarding irregularities and malpractice in exams, links updated. Removed section on COVID responses in 2022.
13	20/01/2025	Change SENCo to SEN Lead

Reviewed	10/02/2025
Responsibility	Iain Thomas
Committee	SLT & T&L
Review Date	02/2026
Signed (Chair of T&L)	

The purpose of this exam policy is:

- to ensure the planning and management of exams are conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff
- to ensure there is a contingency plan for unforeseen circumstances (Appendix 1)

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

This exam policy will be reviewed annually by the senior leadership team and the examinations officer.

This exam policy will ensure that:

- all aspects of Foundry College's exam process and exam contingency plan are documented, and other relevant exams-related policies, procedures and plans are signposted
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them

This policy is reviewed annually to ensure ways of working in Foundry College are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

Roles and responsibilities overview

"The head of centre is the individual who is accountable to the awarding bodies for ensuring that Foundry College is compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times.

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

The head of centre may not appoint themselves as the examinations officer.

A head of centre and an examinations officer are two distinct and separate roles." [GR 2]

Head of centre

The head of centre understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:

- General regulations for approved centres (GR)
- Instructions for conducting examinations (ICE)
- Access Arrangements and Reasonable Adjustments (AA)
- Suspected Malpractice in Examinations and Assessments (SMEA)

- Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)

The head of centre ensures Foundry College has appropriate accommodation to support the size of the cohorts being taught, including appropriate accommodation for candidates requiring access arrangements for exams and assessments and takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR ocr.org.uk/administration/stage-1-preparation/ncn-annual-update/) by the end of October each year, confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the head of centre's declaration which is then kept on file for inspection purposes.

The statutory tests and qualifications offered

The statutory tests and qualifications offered at the College which include Phonics, GCSE, BTEC, Functional Skills and others as appropriate, are decided by the teacher, in consultation with the senior leadership team.

The subjects offered for these qualifications in any academic year may be found on the College's website. If there has been a change of syllabus from the previous year, the exams officer must be informed before July. Given the nature of the pupils at the College, subsequent adaptations may be required where it is in the pupil's best interest and this will be in consultation with the Headteacher

At Key Stage 1 & 2

All pupils are expected to be entered for national benchmarking qualifications unless disapplied by their home school.

At Key Stage 4

All candidates will be entered for qualifications from an external awarding body

EXAM RESPONSIBILITIES

Headteacher:

- has overall responsibility for the college as an exam centre
- advises on appeals and re-marks
- is responsible for reporting all suspicions or actual incidents of malpractice in accordance with the JCQ guidance "Suspected malpractice in examinations and assessments"
- has overall responsibility for the organisation of learning and teaching
- supervises the external validation of courses followed at key stage 4
- authorises exam entries, including late entries
- quality assures the administration of controlled assessments and coursework

Examinations Officer (EO):

- manages the administration of public and internal exams
- advises the senior leadership team, teachers and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff and candidates of an annual calendar for all exams in which pupils will be involved
- communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary controlled assessment / coursework is completed on time and in accordance with JCQ guidelines
- collates and confirms detailed data on estimated entries and predicted grades
- receives, checks and stores securely all exam papers and completed scripts
- identifies and manages exam timetable clashes
- accounts for income and expenditure relating to all exam costs / charges
- organises the training and monitoring of a team of exams invigilators responsible for the conduct of exams
- submits candidates' controlled assessment / coursework marks, tracks, stores and dispatches returned controlled assessment / coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and in consultation with the senior leadership team, prepares and submits any appeals / re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams
- arranges for collection and / or postage of the completed examinations scripts within the time limits required by the appropriate awarding bodies
 - prepares and presents reports to the senior leadership team showing results achieved in relation to expected grades and comparable data for previous years, indicating where future improvements might be made
 - administers access arrangements and makes applications for special consideration using the JCQ Access arrangements and special consideration regulations and guidance relating to candidates who are eligible for adjustments in examinations

SEN Lead

- liaises with the specialist assessor ensuring identification and facilitation testing of candidates' requirements for access arrangements
- ensures all identified additional support is put into place — with spelling, reading, hearing impairment, dyslexia or essential skills
- liaises with the specialist assessor ensuring they notify the examinations officer of access arrangements (as soon as possible after the start of the course)
- supports English for speakers of other languages to help candidates achieve their course aims
- identifies appropriate IT equipment as appropriate to help candidates achieve their course aims

Teaching staff:

- provide guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- ensure accurate completion of controlled assessment / coursework mark sheets and declaration sheets
- ensure accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer

Candidates:

- check their entries are correct
- understand the controlled assessment / coursework regulations and sign a declaration that authenticates the work as their own
- understand about plagiarism and its consequences (Appendix 2)
- read and follow the JCQ “Warning to Candidates” document

Head of centre declaration

The location of the declaration is stored on the S drive in Exam, Year, JCQ Documentation, Policy Folder.

“All heads of centres will be required to confirm, on an annual basis, that they are both aware of and adhering to the latest version of these regulations.

This confirmation is managed as part of the National Centre Number Register (NCNR) annual update (see section 5.3, page 14).

A head of centre cannot delegate this responsibility to a member of the senior leadership team or the examinations officer.

A signed copy of the head of centre’s declaration for the academic year must be held on file, available for inspection, as it will be an integral part of Foundry College inspection. An electronic version of the head of centre’s declaration, with an electronic signature, is permissible.

Note: Failure to respond to the NCNR annual update will result in your centre status being suspended, your centre not being able to submit examination entries and not receiving or being able to access question papers. Ultimately awarding bodies could withdraw their approval of your centre.” [GR 1]

The Head of centre:

- ensures the exams officer (EO) receives appropriate support from relevant centre staff and enables the EO to attend appropriate training and other events in order to facilitate the effective delivery of exams and assessments within Foundry College (as example, EO networking events and relevant events offered by awarding bodies, MIS providers and other external providers)
- ensures a named member of staff acts as the Special Educational Needs Coordinator (SEN Lead)
- ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- ensures *“that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, is not an invigilator during the timetabled written examination or onscreen test...”* [ICE 12]
- ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including:
 - the location of Foundry College’s secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials

- appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff
- access to the secure room and secure storage facility is restricted to the authorised keyholders
- the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
- that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- takes all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during the course of and after examinations have taken place
- ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately
- ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the head of centre to act immediately in the event of an emergency or staff absence)

Exam contingency plan

“It is the responsibility of the head of centre to ensure that his/her 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. The examination contingency plan must be available for inspection purposes; (The examination contingency plan should also reinforce procedures in the event of Foundry College being unavailable for examinations or on results day owing to an unforeseen emergency.)” [GR 5]

This plan examines potential risks and issues that could cause disruption to the exams process at Foundry College. 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. This plan also confirms Foundry College is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2018-2019) that Foundry College 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.

Causes of potential disruption to the exam process

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

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

Planning

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

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred Pre-exams
- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies Results and post results
- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services

Centre actions

- relevant support staff to assume responsibility for the above tasks with the support of the SLT

2. SEN Lead extended absence at key points in the exam cycle

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

- 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
- access arrangement candidate support not arranged for exam rooms

Centre actions

- Specialist assessor & Exams Officer to work with SLT to identify students where applications for access arrangements may be required. The employment of outside professionals may be required.

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

Key tasks not undertaken include:

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

Centre actions

- The Examinations Officer to liaise with second in charge of subject and/or the line manager, if necessary, to ensure all necessary deadlines are adhered to. Where this is not possible, the Examinations Officer will liaise with the relevant Awarding Body and act upon advice received.

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

- The Head of Centre and Examinations Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- Cover administrator will be aware of the school staff available for invigilation duties at short notice and for peak exam days.
- Invigilators are aware they may get called in to cover at short notice.

(Please refer to the Rainbow Plan for actions requiring different premises)

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

- The Examinations Officer and Deputy Head will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately
- Alternative venues in school to be made available for exams
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced.

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

- The Examinations Officer, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies and will also arrange an alternative method of data exchange. Results may also be accessed directly from the Awarding Bodies. At all times during the system failure the Examinations Officer will liaise with the Awarding Bodies to minimise disruption and costs incurred.

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

- SLT to manage all such incidents and priority to be given to exam cohorts

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
- Foundry College to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.

Centre actions

- The Examinations Officer will contact the relevant Awarding Bodies to discuss alternative

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

- The Examinations Officer will contact the relevant Awarding Bodies to discuss alternative arrangements and liaise with the SLT to take appropriate action
- Foundry College will 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 owing to an unforeseen emergency

Centre actions

- The Examinations Officer will contact the Awarding Bodies to notify them of any such difficulties and put in place suitable alternative arrangements. In the meantime examination scripts will be kept in secure storage

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan:

- Disruption to the distribution of examination papers to Foundry College in advance of examinations

Centre actions

- The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given
- Foundry College will communicate with awarding organisations to organise alternative delivery of papers.

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan:

- Delay in normal collection arrangements for completed examination scripts

Centre actions

- The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given
- Foundry College will communicate with relevant awarding organisations at the outset to resolve the issue.

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

Centre actions

- The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given

14. Centre unable to distribute results as normal (Including in the event of Foundry College being unavailable on results day owing to an unforeseen emergency)

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

- The Examinations Officer will contact the Awarding Bodies to notify them of any such incidents and act upon advice given regarding alternative options

15. Exam cycle impacted due to external factors such as a pandemic

Centre actions

- The Examinations cycle is impacted due to unforeseen external factors (i.e pandemic) and will ensure the safety and security of all exam materials and candidates through administering and adhering to government guidelines

Further guidance to inform procedures and implement contingency planning

Ofqual

'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted'

1. Contingency planning

You should prepare for possible disruption to exams and other assessments as part of your emergency planning and make sure your staff are aware of these plans. When drafting contingency plans, you should consider the following guidance...

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.

4. Steps the awarding organisation should take

4.1 Exam planning

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

4.2 In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.
6. After the exam Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.
7. If any students miss an exam or are disadvantaged by the disruption
8. If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.
9. Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:

- JCQ's guidance on special considerations

- FAB's guidance on special considerations

5. Wider communications

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

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

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

6. Widespread national disruption

In the event of widespread sustained national disruption, the government departments will communicate with regulators, awarding organisations and centres prior to a public announcement.

Regulators will provide advice to government departments on implications for exam timetables.

[Ofqual guidance extract taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted, (updated 7 May 2024) [What schools, colleges and other centres should do if exams or other assessments are seriously disrupted - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland)

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: [What schools, colleges and other centres should do if exams or other assessments are seriously disrupted - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland)

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.

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.

In the event that the head of centre decides Foundry College 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.

The awarding bodies will designate 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 until the 'contingency date' has passed, should an awarding body need to invoke its contingency plan. [JCQ guidance taken directly from JCQ Instructions for Conducting Examinations 2023-2024 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> section 15, Contingency planning

General Regulations for Approved Centres <http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on Alternative Site arrangements and Transferred Candidate arrangements Accessed through secure login to Foundry College Admin Portal (CAP) or through the JCQ site [Alternative site guidance notes 2023 / 24 - JCQ Joint Council for Qualifications](http://www.jcq.org.uk/exams-office/alternative-site-guidance)

Training Instructions for Conducting Examinations
www.jcq.org.uk/exams-office/ice

A guide to the special consideration process
[Guide to spec con process June22 FINAL.pdf \(jqc.org.uk\)](http://www.jcq.org.uk/exams-office/spec-con)

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
[Teaching time lost due to severe weather conditions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/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
[School organisation: local-authority-maintained schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-organisation-local-authority-maintained-schools)

Checklist for Principals when considering Opening or Closure of School
[Checklist for Principals when considering opening or closure of school - Nov22.pdf \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/education/primary/primary-checklist-for-principals-when-considering-opening-or-closure-of-school)

Internal appeals procedures

“Foundry College will... have in place and be readily available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates ...Foundry College must inform candidates of their centre assessed marks. A candidate is allowed to request a review of Foundry College’s marking before marks are submitted to the awarding body.” [GR 5.7]

“Foundry College will... have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal...” [GR 5.13]

- The head of centre ensures Foundry College’s disability policy, demonstrating Foundry College’s compliance with relevant legislation, is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements

1. Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms Foundry College’s compliance with JCQ’s General Regulations for Approved Centres 2023-2024, section 5.7 that Foundry College has in place *“a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates”* and that Foundry College *“must inform candidates of their centre assessed marks. A candidate is allowed to request a review of Foundry College’s marking before marks are submitted to the awarding body.”*

Certain components of GCSE & IGCSE and other qualifications that contribute to the final grade of the qualification are internally assessed by Foundry College. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Foundry College is committed to ensuring that whenever its staff mark candidates’ work, this is done fairly, consistently and in accordance with the awarding body’s specification and subject-specific associated documents.

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

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the Internal assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of the appeals procedure to consider whether to request a review of Foundry College’s marking.

1. Foundry College will ensure that candidates are informed of their centre assessed marks so that they may request a review of Foundry College’s marking before marks are submitted to the awarding body.

2. Foundry College will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of Foundry College’s marking of the assessment.

3. Foundry College will, having received a request for copies of materials, promptly make them available to the candidate within 2 working days.
4. Foundry College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Foundry College will provide a clear deadline for candidates to submit a request for a review of Foundry College's marking. Requests will not be accepted after this deadline. Requests must be made in writing within two calendar days of receiving copies of the requested materials by completing the internal appeals form.
6. Foundry College will allow two working days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Foundry College will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Foundry College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by Foundry College.
9. Foundry College will inform the candidate in writing of the outcome of the review of Foundry College's marking.
10. The outcome of the review of Foundry College's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

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

The internal review process is in place to ensure consistency of marking within Foundry College, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Appeals against Foundry College's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

This procedure confirms Foundry College compliance with JCQ's General Regulations for Approved Centres 2023-2024, section 5.13 that Foundry College has in place "*a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal...*"

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

Candidates are also informed of the arrangements for post-results services before they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results.

If Foundry College or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, a review of the result may be requested.

Reviews of Results (RoRs) offers three services.

- Service 1 – clerical re-check

- Service 2 – review of marking
- Service 3 – review of moderation (this service is not available to an individual candidate)

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 is submitted to the awarding body as with these services, candidates' marks and subject grades may be lowered.

Candidate consent can only be collected after the publication of results.

If a concern is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting a review supported by Foundry College.

Where Foundry College does not uphold a request from a candidate, the candidate may pay the appropriate RoR fee to Foundry College, and a request will be made to the awarding body on the candidate's behalf. If the candidate (or his/her parent/carer) believes there are grounds to appeal against Foundry College's decision not to support a review, an internal appeal can be submitted to Foundry College by completing the internal appeals form at least 20 calendar days prior to the internal deadline for submitting a request for a review.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting a RoR. Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet.

Candidates or parents/carers are not permitted to make direct representations to an awarding body. The internal appeals form should be completed and submitted to Foundry College within two calendar days of the notification of the outcome of the RoR.

Subject to the head of centre's decision, this will allow Foundry College to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the enquiry about results process.

Awarding body fees which may be charged for the preliminary appeal must be paid to Foundry College by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer).

If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by Foundry College.

Policy links

"The General Regulations cover...obligations arising from current data protection, equality and freedom of information legislation. However, the general regulations are not intended to be relied upon to ensure compliance with the legislation (Section 6). A centre will have confirmed its readiness to adhere to these regulations when first approved as a centre (see Section 3, page 4)".

[GR 1.2]

*“The head of centre/senior leadership team will...recognise its duties towards disabled candidates as defined under the terms of the **Equality Act 2010**†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service Foundry College provides to disabled candidates; or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect... Foundry College must comply with the obligation to identify the need for, request and implement access arrangements...” [GR 5.4]*

*“Foundry College will... draw to the attention of candidates and their parents/carers their written **complaints and appeals** procedure which will cover general complaints regarding Foundry College’s delivery or administration of a qualification.” [GR 5.8]*

*‘Statutory information and policies.’ “It is the responsibility of the head of centre to ensure that his/her centre... has in place a written **child protection/safeguarding policy**, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements...” [GR 5.3]*

*“Foundry College will...ensure that all candidate data where required by the awarding body has been supplied to the awarding bodies within the terms of the **General Data Protection Regulation**, the Data Protection Act 2018 and the Freedom of Information Act 2000, and that candidates have been properly informed that this data has been transferred to the awarding bodies...” [GR 5.8]*

The head of centre

- ensures a complaints and appeals procedure covering general complaints regarding Foundry College’s delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers Complaints and appeals procedure
- ensures Foundry College has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements Child protection/safeguarding policy
- ensures Foundry College has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations Data protection policy
- ensures consideration will also need to be given to Foundry College’s policy on sharing candidates results and other exams related information with third parties (including parents/carers)

Legislation on sharing information

Under the principles of the General Data Protection Regulations 2018 and the Data Protection Act 2018, children and young adults can assume control over their personal information and restrict access to it from the age of 13.

This suggests that candidate consent should be sought to share results or other exams-related information with a third party.

However other legislation and guidance may need to be taken into account regarding sharing information with parents, as example information from the DfE for schools regarding parental responsibility and school reports on pupil performance:

- Understanding and dealing with issues relating to parental responsibility
www.gov.uk/government/publications/dealing-with-issues-relating-to-parentalresponsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility

- School reports on pupil performance www.gov.uk/guidance/school-reports-on-pupilperformance-guide-for-headteachers
- Publication of exam results Refer to ICO (Information Commissioner's Office) Education and Families information and the document Publishing exam results.
- Ensures Foundry College has documented processes in place relating to access arrangements and reasonable adjustments

Access arrangements policy

The exams officer:

- ensures staff are only entered for qualifications through Foundry College as a last resort where the member of centre staff is unable to find another centre
- ensures the relevant awarding bodies are informed of any declaration/conflict of interest where a candidate is being taught, prepared, entered or sitting exams where a relevant member of centre staff has a personal connection to the candidate
- ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- ensures members of centre staff do not forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment or JCQ personnel Exams officer
- understands the contents of annually updated JCQ publications including: General regulations for approved centres Instructions for conducting examinations Suspected Malpractice in Examinations and Assessments Post-results services (PRS)
- is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ensures key tasks are undertaken and key dates and deadlines met
- recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
- supports the head of centre in ensuring that awarding bodies are informed of any declaration/conflict of interest involving candidates and relevant members of centre staff before the published deadline for entries
- briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials Senior leaders (SLT)
- are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including: General regulations for approved centres Instructions for conducting examinations

Special educational needs co-ordinator (SEN Lead):

- is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including: Access Arrangements and Reasonable Adjustments
- leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')

- if not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Headteacher:

- ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SEN Lead
- ensures teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- ensures teaching staff attend relevant awarding body training and update events

Teaching staff:

- undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SEN Lead
- keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- attend relevant awarding body training and update events Invigilators
- attend training, update, briefing and review sessions as required
- provide information as requested on their availability to invigilate
- sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them
- support the EO in relevant matters relating to exam rooms and resources

Reception staff:

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

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers. The exams management and administration process that needs to be undertaken for each exam series is often referred to as the exam cycle and relevant tasks required within this grouped into the following stages:

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

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

Planning: roles and responsibilities Information sharing

Head of centre:

- directs relevant centre staff to annually updated JCQ publications including GR, ICE, AA, SMEA and NEA (and the instructions for conducting coursework)

Exams officer:

- signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has been updated
- signposts relevant centre staff to JCQ information that should be provided to candidates.

- as Foundry College administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites
- undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- collates all information gathered into one central point of reference
- researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- collects information on internal exams to enable preparation for and conduct of these internal exams

Headteacher:

- responds (or ensures teaching staff respond) to requests from the EO on information gathering
- meets the internal deadline for the return of information
- informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- notes the internal deadlines in the annual exams plan and directs teaching staff to meet these

Access arrangements

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a *substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.* (AA 4.2.2)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.3)

Candidates may not require the same access arrangements in each specification.

Subjects and their methods of assessments may vary, leading to different demands of the candidate.

SEN Leads should consider the need for access arrangements on a subject-by-subject basis.

Head of centre:

- ensures there is appropriate accommodation for candidates requiring access arrangements in Foundry College for all examinations and assessments
- ensures a written process is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments
- ensures the SEN Lead is fully supported in effectively implementing access arrangements and reasonable adjustments once approved SEN Lead
- assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements requirements
- gathers evidence to support the need for access arrangements for a candidate
- liaises with teaching staff to gather evidence of normal way of working of an affected candidate
- determines candidate eligibility for arrangements or adjustments that are centre delegated
- gathers signed data protection notices from candidates where required

- applies for approval through Access arrangements online (AAO) via Foundry College Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- keeps relevant paperwork and evidence on file for JCQ inspection purposes
- employs good practice in relation to the Equality Act 2010
- liaises with the EO regarding exam time arrangements for access arrangement candidates
- ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- provides and annually reviews a centre policy on the use of word processors in exams and assessments

The Exams Officer:

- ensures criteria for candidates granted separate invigilation within Foundry College is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Word processor policy (exams)

“It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that 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 Foundry College. For example, where the curriculum is delivered electronically and Foundry College provides word processors to all candidates... ..A member of Foundry College’s senior leadership team must produce a statement for inspection purposes which details the criteria Foundry College uses to award and allocate word processors for examinations.” [AA 5.8]

The use of a word processor in exams and assessments is an available access arrangement. (AA 4.2.1)

The term ‘word processor’ is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

Foundry College will:

- allocate the use of a word processor to a candidate where it is their normal way of working within Foundry College (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs

Needs may include:

- a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment;
 - planning and organisational problems when writing by hand
 - poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)

- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

Foundry College will not:

- simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

Exceptions

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

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and Foundry College provides word processors to all candidates (AA 5.8.4)

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

The centre provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (ICE 14.20)

Where a candidate is to be seated with the main cohort without the use of a power point, the centre checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)

The centre ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

To comply with ICE 14, Foundry College will:

- ensure the candidate has handwritten their details as a header or footer once they have completed the examination and printed off his/her typed script when using the software application Notepad or Wordpad which do not allow for the insertion of a header or footer
- supervise the candidate to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way
- ensure the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensure the candidate is reminded to save his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instruct the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24) (ICE 14.25)

The exams officer will ensure the word processor:

- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a type-writer, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does 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
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe portable storage medium

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

- is provided by Foundry College
- is cleared of any previously stored data

The exams officer will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the script is printed after the exam is over
- the candidate is present to verify that the work printed is his or her own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

The use of a word processor

Foundry College complies with AA chapter 5 Access arrangements available as follows: (AA 5.8.1)

The candidate avoids the difficulty of visually tracking between the question paper and screen (AA 5.8.4)

The exams officer:

- 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 Foundry College
- 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) (The above also extends to the use of electronic braille and tablets) (AA 5.8.2)
- provides access to word processors to candidates in non-examination assessments (including 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.
- in all cases, ensure that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- ensure in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates
- 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

Examinations which require more simplistic answers are often easier to handwrite within the answer booklet.

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 only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment

Separate invigilation within Foundry College

Requests for Special Exam Arrangements for Anxiety Arrangements to do exams in a smaller exam room, or with other specific seating arrangement, will be decided based on the following guidelines:

1. Students with an anxiety and/or mental health issue for which they have specialist support or intervention from CAMHS, an NHS Psychiatrist, etc. (but not just a letter from a GP or parent) can

be considered for specific seating arrangements, including a room rather than the Hall, if required and requested. This should also have been their “normal way of working” over time, leading up to the examination period

2. Students whose “normal way of working” involves specific seating arrangements across the board in lessons and / or doesn’t attend hall events e.g. assembly, may qualify to have a similar provision for exams (SEN will hold the paperwork and evidence of this)

3. Students with other difficulties, for whom invigilation in a smaller room or specific seating arrangements is considered to be an appropriate and reasonable adjustment in light of those difficulties, and for whom evidence over time has been collected and is held by SEN

4. Any student who has an extenuating circumstance that occurs in the lead up to, or during, the exam period that is likely to impact on their usual exam performance, will be considered under the usual “special considerations” arrangements by JCQ, evidence collected and the exam board advised if JCQ criteria are met

Seating arrangements may also be varied at the last minute on these occasions and in consultation with the student. Cases in categories 1-3 will be agreed by Easter of Y11 at the latest following discussion with SEN, Exams and SLT

Any case that does not fall clearly under any of these categories will be looked at individually and all final decisions will be made by SLT No special seating arrangements should be put into place for internal exams, PPEs etc. unless agreed by the SEN / Exams Dept

“...For example, in the case of separate invigilation, the candidate’s difficulties are established within Foundry College (see Chapter 4, paragraph 4.1.4, page 16) and known to a Form Tutor, the SEN Lead or a senior member of staff with pastoral responsibilities. Separate invigilation reflects the candidate’s normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.” [AA 5.16]

Senior Leaders and teaching staff:

- support the SEN Lead in determining and implementing appropriate access arrangements
- provide a statement for inspection purposes which details the criteria Foundry College uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of centre:

- provides fully qualified teachers to mark non-examination assessments
- ensures an internal appeals procedure relating to internal assessment decisions is in place for a candidate to appeal against and request a review of Foundry College's marking (see Roles and responsibilities overview)
- ensures a non-examination assessment policy is in place for GCSE qualifications which include components of non-examination assessment (For CCEA GCSE centres this would be a controlled assessment policy)

Non-examination assessment policy

"Foundry College will...have in place and be available for inspection purposes, a written policy with regard to the management of GCSE non-examination assessments; (For CCEA GCSE centres this would be a written controlled assessments policy.)" [GR 5.7]

The JCQ requires each centre to have a non-examination assessment policy in place:

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

A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place. The guidance provided in this document will help the head of centre to ensure that Foundry College's policy is fit for purpose. The policy will need to cover all types of non-examination assessment." [NEA 1]

A JCQ Centre Inspector:

- ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement Senior Leaders.
- ensures teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- ensures appropriate internal moderation, standardisation and verification processes are in place
- ensures entry Level or Project qualifications follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- ensures teaching staff delivering GCSE specifications (which include components of non-examination assessment) follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- for other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body
- ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of Foundry College's marking before marks are submitted to the awarding body

Teaching staff:

- ensure appropriate instructions for conducting internal assessment are followed
- ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- ensure candidates are informed of their centre assessed marks as a candidate may request a review of Foundry College's marking before marks are submitted to the awarding body Exams officer
- identify relevant key dates and administrative processes that need to be followed in relation to internal assessment
- signposts teaching staff to relevant JCQ information for candidates documents that are annually updated Invigilation

Head of centre:

- ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- ensures, if contracting supply staff to act as invigilators or to facilitate an access arrangement, that such persons are competent and fully trained, understanding what is and what is not permissible
- determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times

Exams officer:

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

Malpractice during internal assessments

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own

- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party or used AI tools, without acknowledgement of how and when this was used
- Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body – though if the awarding body's confidential assessment material has been breached, this will be reported. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

- The piece of work will be awarded zero marks
- The candidate will be disqualified from that component for the examination series
- The candidate will be disqualified from the whole subject for the examination series
- The candidate will be disqualified from all subjects and barred from re-entering for a period of time

ENTRIES: roles and responsibilities

Estimated entries

Exams officer:

- requests estimated or early entry information, where this may be required by awarding bodies, from subject teachers in a timely manner to ensure awarding body external deadlines for submission can be met
- makes candidates aware of the JCQ Information for candidates – Privacy Notice at the start of a vocational qualification or when entries are being processed for a general qualification

Subject Teachers:

- provide information requested by the EO to the internal deadline
- inform the EO immediately of any subsequent changes to information

Final entries**Exams officer:**

- requests final entry information from subject teachers in a timely manner to ensure awarding body external deadlines for submission can be met
- informs subject teachers of subsequent deadlines for making changes to final entry information without charge
- confirms with subject teachers final entry information that has been submitted to awarding bodies
- ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- provides candidates with statements of entry for checking

Subject Teachers:

- provide information requested by the EO to the internal deadline
- inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- checks final entry submission information provided by the EO and confirms information is correct
- ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates:

- check statement of entry and advise teaching staff of any errors

Entry fees

This procedure is monitored and evaluated by the Head of Centre

Late entries**Exams officer:**

- has clear entry procedures in place to minimise the risk of late entries

Subject Teachers:

- minimise the risk of late entries by
 - following procedures identified by the EO in relation to making final entries on time
 - meeting internal deadlines identified by the EO for making final entries

PRE-EXAMS: roles and responsibilities**Access arrangements****SEN Lead:**

- ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)
- where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by Foundry College's appointed assessor
- liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

Exams officer - Briefing candidates:

- prior to exams, issues relevant JCQ information for candidates documents
- where relevant, issues relevant awarding body information to candidates
- issues centre exam information to candidates including information on:
 - exam timetable clashes
 - arriving late for an exam
 - absence or illness during exams
 - what equipment is/is not provided by Foundry College
 - food and drink in exam rooms
 - wrist watches in exam rooms
 - when and how results will be issued and the staff that will be available
 - the post-results services and how Foundry College deals with requests from candidates
 - when and how certificates will be issued

Exams officer - Dispatch of exam scripts:

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

Exams officer - Estimated grades:

- ensures teaching staff provide estimated grade information by the internal deadline (where this still may be required by the awarding body)
- submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- keeps a record to track what has been sent

Internal assessment and endorsements

Head of centre:

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

Headteacher:

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

Teaching staff:

- support the SEN Lead in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- assess and authenticate candidates' work
- assess endorsed components
- ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

Exams officer:

- submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline
- keeps a record to track what has been sent
- logs moderated samples returned to Foundry College
- ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates:

- authenticate their work as required by the awarding body

Invigilation

Exams officer:

- provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on appointment and updates experienced invigilators annually
- deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator [acting as a practical assistant, reader or scribe] are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensuring all relevant rules are being adhered to and supporting the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- liaises with the SEN Lead regarding the facilitation and invigilation of access arrangement candidates

SEN Lead

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

JCQ inspection visit

The Inspector must be accompanied throughout his/her tour of the premises, including inspection of Foundry College's secure storage facility" [ICE 5]

Exams officer / Headteacher

- will accompany the Inspector throughout the visit "It is the responsibility of the head of centre to ensure that his/her centre....allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection (JCQ Centre Inspectors will identify themselves with a photo ID card.)

SEN Lead / Headteacher in the absence of the SEN Lead

- will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions, the inspector may raise

Seating and identifying candidates in exam rooms

Verifying candidate identity procedure

"Foundry College will... have in place written procedures to verify the identity of all candidates at the time of the examination or assessment..." [GR 5.9]

Invigilators must establish the identity of all candidates sitting examinations.

...A private/external or a transferred candidate who is not known to the school or college 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...

...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 16]

Exams officer:

- ensures a procedure is in place to verify candidate identity including private candidates
- internal students identify will be verified by those staff approved to be present
- ensures external candidates know they are required to bring a form of photo ID which will be validated prior to the examination and displayed on the candidate's desk throughout the session
- ensures invigilators are aware of the procedure
- provides seating plans for exam rooms according to JCQ and awarding body requirements and ensures candidates with access arrangements are identified on the seating plan

Invigilators:

- follow the procedure for verifying candidate identity provided by the EO
- seat candidates in exam rooms as instructed by the EO/on the seating plan

Security of exam materials

Exams officer:

- has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within Foundry College
- ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within Foundry College and that appropriate arrangements are in place for confidential materials to be placed in the secure storage facility
- ensures the secure storage facility contains only current and live confidential material (including live confidential exam stationery provided by the awarding body for the use of candidates in their assessment) Reception staff
- follows the process to log confidential materials delivered to/received by Foundry College to the point materials are issued to authorised staff for placing in the secure storage facility

Teaching staff:

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

Timetabling and rooming

Exams officer:

- produces a master centre exam timetable for each exam series
- identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort)
- identifies exam rooms and specialist equipment requirements
- allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- liaises with the SEN Lead regarding rooming of access arrangement candidates
- liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Site staff:

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

Alternative site arrangements

Exams officer:

- ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- will inform the JCQ Centre Inspection Service by submitting a JCQ Alternative Site arrangement notification through CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations Centre consortium arrangements
- processes applications for Centre Consortium arrangements through CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Headteacher:

- informs the EO of any joint teaching arrangements in place and where Foundry College is acting as the consortium co-ordinator

Transferred candidate arrangements

Exams officer:

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

Internal exams

Exams officer:

- prepares for the conduct of internal exams under external conditions
- provides a centre exam timetable of subjects and rooms
- provides seating plans for exam rooms
- briefs invigilators on conducting internal exams
- requests internal exam papers from teaching staff
- arranges invigilation
- returns candidate scripts to teaching staff for marking Invigilators

SEN Lead:

- liaises with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff:

- provide exam papers and materials to the EO
- support the SEN Lead in making appropriate arrangements for access arrangement candidates

Invigilators:

- are informed of the arrangements through training

EXAM TIME: roles and responsibilities**Access arrangements****Exams officer:**

- provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- has a process in place to deal with emergency access arrangements as they arise at the time of exams
- applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO: Candidate absence policy

Invigilators:

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

Candidates

- are re-charged relevant entry fees for unauthorised absence from exams

Candidate late arrival**Exams officer:**

- ensures that candidates who arrive very late for an exam are reported to the awarding body through CAP to timescale
- warns candidates that their work may not be accepted by the awarding body Invigilators
- are informed of the policy/process for dealing with late/very late arrival candidates through training
- ensure that relevant information is recorded on the exam room incident log Candidate late arrival policy *"A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. This is entirely at the discretion of Foundry College... A candidate who arrives after the start of the examination should be allowed the full time for the examination, depending on Foundry College's organisational arrangements and provided that adequate supervision arrangements are in place..." [ICE 21]*

Conducting exams**Head of centre:**

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

Exams officer:

- ensures exams are conducted according to JCQ and awarding body instructions
- uses an exam day checklist to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed
- dispatches scripts as instructed by JCQ and awarding bodies
- keeps appropriate records to track dispatched papers and materials
- organises exam question papers and associated confidential resources in date order in the secure storage facility
- attaches erratum notices received to relevant exam question paper packets

- collates attendance registers and examiner details in date order
- regularly checks mail or email inbox for updates from awarding bodies
- in order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks day, date, time, subject, unit/component and tier of entry if appropriate, immediately before a question paper packet is opened
- where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

Exam rooms

Head of centre:

- ensures that on the day of the exam, relevant internal tests, mock exams, revision or coaching sessions for the exam candidates will not be held in the designated exam room(s)
- ensures only authorised centre staff are present in exam rooms
- ensures Foundry College's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
"Food and drink may be allowed in the examination room at the discretion of the head of centre. However, this is on the condition that any food or drink brought into the examination room whether by the candidate or Foundry College is free from packaging and all labels are removed from drink containers" [ICE 18]

Exams officer:

- ensures exam rooms are set up and conducted as required in the regulations
- provides invigilators with appropriate resources to effectively conduct exams
- briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- ensures sole invigilators have an appropriate means of summoning assistance
- ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- provides authorised exam materials which candidates are not expected to provide themselves
- ensures invigilators and candidates are aware of the emergency evacuation procedure
- ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated
- ensures a documented emergency evacuation procedure for exam rooms is in place
- ensures arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

Site staff:

- ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- ensure fire alarm testing does not take place during exam sessions

Candidates:

- are required to remain in the exam room for the full duration of the exam

Emergency evacuation policy

“...Reference should also be made to the following document -

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handlingbomb-threats> ...

You must have a written centre policy for dealing with an emergency evacuation of the examination room, which will be subject to inspection by the JCQ Centre Inspection Service.”
[ICE 25]

Irregularities and malpractice**Head of centre:**

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

Exams officer:

- provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- actions any required follow-up and reports to exam boards

Teachers:

- ensure candidates are aware of the information contained in JCQ's 'Information for Candidates' and that to break any of the examination rules or regulations could lead to disqualification from all subjects.
- actions any required follow-up and reports

Invigilators:

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

Candidates:

- should notify staff of any suspected malpractice they become aware of

JCQ provides information regarding what constitutes malpractice, the following is not an exhaustive list and other instances of malpractice may be identified and considered by the awarding bodies at their discretion:

- Introduction of unauthorised material into the examination room
- Breaches of examination conditions
- Exchanging, obtaining, receiving, or passing on information which could be examination related (or the attempt to)
- Offences relating to the content of candidates' work
- Undermining the integrity of examinations/assessments
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)

Managing behaviour**Senior leaders:**

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

Exams officer:

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

Invigilators:

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

Special consideration Policy**Exams officer:**

- processes appropriate requests for special consideration to awarding bodies
- gathers evidence which may need to be provided by other staff in centre or candidates
- submits requests to awarding bodies to the external deadline

Candidates:

- provide appropriate evidence to support special consideration requests, where required

Unauthorised materials

*“...In the examination room candidates must not have access to items other than those stated in the instructions on the question paper, the stationery list or the specification for that subject...
...any unauthorised items that have been taken into the examination room must be placed out of reach of the candidates (and not under their desks) before the examination starts. This would normally be at the front of the examination room or a similar arrangement that enables the invigilator to control access to the items. ...The invigilator, prior to the examination starting, must ensure that candidates have removed their wrist watches, placing them on their desks. ...A head of centre may, if he/she so wishes, prohibit candidates bringing a wrist watch into the examination room. Candidates would be required to leave their watches outside of the examination room.” [ICE 18]*

Results and post-results: roles and responsibilities**Internal assessment****Headteacher:**

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

Managing results day

Senior leaders:

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

Exams officer:

- works with senior leaders to ensure procedures for managing the summer results day is in place

Results day programme

Site staff:

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

Accessing results

Head of centre:

- ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates

Exams officer:

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

Candidates:

- may arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

Post-results Day services

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

Head of centre:

- ensures an internal appeals procedure is available where candidates disagree with any centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal
- understands that in the event of an awarding body initiating an extended review of marking, candidates' marks and subject grades may be lowered, confirmed or raised

Exams officer:

- provides information to candidates (including private candidates) and staff on the services provided by awarding bodies and the fees charged (see also above Briefing candidates and Access to scripts, enquiries about results and appeals procedures)
- publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- provides a process to record requests for services and collect candidate informed consent (after the publication of results) and fees where relevant
- submits requests to awarding bodies to meet the external deadline
- tracks requests to conclusion and informs candidates and relevant centre staff of outcomes

Headteacher:

- provides analysis of results to appropriate centre staff
- provides results information to external organisations where required
- provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- collects and evaluates feedback from staff, candidates and invigilators to inform an exams review
- works with the EO to produce a plan to action any required improvements identified in the review

Teaching staff:

- meet internal deadlines to request the services and gain relevant candidate informed consent

Retention of records: roles and responsibilities

Exams officer:

- keeps records as required by JCQ and awarding bodies for the required period
- keeps records as required by Foundry College's records management policy
- provides an exams archiving policy that identifies information held, retention period and method of disposal

Exams archiving policy

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo as records owner at end of the candidate's final exam series.	Confidential waste/shredding
Attendance register copies		To be retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential waste/shredding
Awarding body administrative guides/manuals	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Safe disposal
Candidates' work	Non-examination assessment work (inc. controlled assessment/coursework) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiries/appeals or malpractice investigations for the exam series.	Returned to candidates or safe disposal.
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue.	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction.	Confidential destruction
Certificate issue information	A record of certificates that have been issued to candidates.	To be retained for 4 years from the date of certificate issue.	Confidential waste/shredding
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	To be retained for 4 years from the date of issue.	Confidential waste/shredding
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	To be retained for 4 years from the date of issue.	Confidential waste/shredding

Dispatch logs	Proof of dispatch to awarding body examiners of exam script packages covered by the DfE (Standards & Testing Agency) yellow label service	To be retained for 4 years from the date of issue.	Confidential waste/shredding
Entry information	Any hard copy information relating to candidates' entries.	To be retained for 4 years from the date of issue.	Confidential waste/shredding
Exam question papers	Question papers for timetabled written exams.	Not to be issued to subject staff until after the published finishing time for the exam.	Confidential disposal
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until the deadline for EARs or the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential disposal
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be retained for 4 years from the date of the incident	Confidential disposal
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of.	Confidential disposal
Examiner reports		To be immediately provided to head of department as records owner.	Confidential disposal
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	Confidential disposal
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Safe disposal
Moderator reports		To be immediately provided to head of department as records owner.	Confidential disposal
Overnight supervision information	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes.	Confidential disposal
Post-results services: confirmation of candidate	Hard copy or email record of candidate consent for an EAR or ATS request to be	EAR consent to be retained for at least six months following the outcome of the enquiry	Confidential disposal

consent information	submitted to an awarding body	or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained for 4 years from the date of issue.	Confidential disposal
Post-results services: scripts returned from ATS service	Copy or original exam scripts returned to the centre by the awarding body.	Where scripts are retained by the centre, they must be securely stored (including any electronic versions) and not edited in any way or disposed of until after the awarding body deadline (GCE & GCSE – 21/11/2016).	Confidential disposal
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.	To be retained for 4 years from the date of issue.	Confidential disposal
Private candidate information	Any hard copy information relating to private candidates' entries.	To be retained for 4 years from the date of issue.	Confidential disposal
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	To be retained for 4 years from the date of issue.	Confidential disposal
Resolving clashes information	Any hard copy information relating to the resolution of a candidate's clash of exam papers or a timetable variation.	To be retained for 4 years from the date of issue.	Safe disposal
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.	Confidential disposal
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be kept until the deadline for EARs and the resolution of any outstanding enquiries/appeals for the relevant exams series.	Confidential disposal
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	To be retained for 4 years from the date of issue.	Confidential disposal
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	To be retained for 4 years from the date of issue.	Confidential disposal
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential disposal
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	Confidential disposal
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained for 4 years from the date of issue.	Confidential disposal