



Wallington High School for Girls Examination Policy

Centre No. 14741

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To be read in conjunction with:

- JCQ Instructions for conducting examinations (current)
- JCQ General Regulations for Approved Centres
- JCQ Access Arrangements and Reasonable Adjustments
- On school website:
 - GLT Child protection and Safeguarding Policy
 - GLT GDPR Policy and Freedom of Information Policy
 - GLT Complaints Policy
 - GLT Charges and Remissions Policy 2.2 Examination Fees

REVIEW

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1. Aims of this Policy

The aim of this Examination Policy is:

- to ensure the planning and management of internal and external examinations is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient examination system with clear guidelines for all relevant staff.
- to ensure that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.
- to ensure 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

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

This policy will be reviewed annually.

The policy will be overseen and reviewed by the member of the Senior Leadership Team (SLT) with responsibility for examinations and the Examinations Officer.

2. Examination responsibilities

Head of Centre (Headteacher)

- has overall responsibility for the school as an examination centre.
- responsible for ensuring that all suspicions of or actual incidents of malpractice are reported. This should be done with reference to the JCQ document – *Suspected Malpractice in Examinations and Assessments*.
- ensures accommodation for examinations takes priority over other activities
- ensures the relevant awarding bodies are informed of any Conflict of Interest

Examinations Officer

- manages the administration of public examinations, in accordance with JCQ and Awarding Body regulations
- manages the administration of internal examinations under the guidance of SLT
- advises the Senior Leadership Team, Heads of Department, Heads of Year and other relevant support staff on annual examination timetables and application procedures as set by the various Awarding Bodies.
- contributes to the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.
- consults with teaching staff to ensure that necessary non-examined assessment is completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- receives, checks and stores securely all examination papers and completed scripts.
- administers Access Arrangements and makes applications for special consideration in accordance with the JCQ publications *Access Arrangements, Reasonable Adjustments and Special Consideration*

- identifies and manages examination timetable clashes.
- accounts for income and expenditures relating to all examination costs/charges.
- recruit, train and monitor a team of exam invigilators.
- supports Heads of Department in submitting candidates' coursework/NEA marks, tracks despatch and stores returned coursework/NEA and any other material required by the appropriate Awarding Bodies correctly and on schedule.
- arranges for dissemination of examination results and certificates to candidates and submits, in consultation with the SLT, any appeals/review of marking requests.
- maintains systems and processes to support the timely entry of candidates for their examinations.

Heads of Department provide guidance and pastoral oversight of candidates who are unsure about examination entries or amendments, in conjunction with Heads of Year. Heads of Department are responsible for:

- accurate entry of coursework/NEA marks and declaration sheets
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer
- informing the Examinations Officer of any students who are completing examinations at another centre
- providing post results guidance in their subject

Teachers are responsible for the accurate submission of candidate names and relevant data to Heads of Department.

The SENCO is responsible for:

- ensuring the correct administration of Access Arrangements in conjunction with the
 - Examinations Officer
- identification and testing of candidates' requirements for Access Arrangements

Lead Invigilators are responsible for:

- collecting examination papers and other material from the Examinations Officer before the start of the examination.
- administration of examinations in the exam venue in accordance with JCQ regulations and school procedures
- collecting all examination papers in the correct order at the end of the examination and their return to the Examinations Office.

Candidates are required to:

- Understand coursework/NEA regulations and sign a declaration that authenticates the coursework as their own.
- Check and confirm exam entries
- attend examinations punctually, in the correct uniform or dress code (Sixth Form) and with the correct equipment for the examination.
- follow the examination regulations whilst they are in the examination hall
- inform the Examinations Officer if they are sitting an examination at another centre
- complete all paperwork and provide payment for any queries regarding examinations (e.g. re-sits, reviews of marking, requests for scripts) by the deadline.

- inform teaching or pastoral staff of circumstances that may require an application for special consideration to be made e.g. illness during exam.

Administrative staff (Reception) are responsible for:

- posting coursework/NEA papers punctually
- Receiving examination materials and dealing with them in accordance with the “Receiving Exam Board parcels” protocol. See *Appendix 1 Receiving Exam Board Parcels*.

3. Qualifications offered

The qualifications offered at this centre are decided by the Senior Leadership Team.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Examinations Office must be informed by half term of the Autumn term.

Informing the examinations office of changes to a syllabus is the responsibility of the Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with:

- Candidates, their Parents/carers
- SENCo
- Subject Teachers
- Head of Year
- SLT with responsibility for Examinations

At Key Stages 4 & 5

All candidates are entitled, and enabled, to achieve an entry for qualifications from an external Awarding Body in qualifications that the school has prepared them for

4. Examination seasons

Internal examinations are scheduled as follows:

Year 11 in November under formal examination conditions

Year 13 in the Spring term under formal examination conditions

Year 12 in May under formal examination conditions

Year 7 & 8 in May for classroom based exams

Year 10 in June under formal examination conditions

External examinations are scheduled in accordance with the published examination timetable from the various Awarding Bodies.

5. Timetable

The Examinations Officer will circulate the examination timetable for both Internal and External examinations once these are confirmed.

6. Entries, entry details, late entries and resits

Candidates are selected for their examination entries by the Heads of Department and subject

teachers.

Requests from candidates or parents/carers to make a subject entry, change of level or withdrawal will be discussed fully with the relevant teachers, Head of Year or Head of Department. The final decision with regard to examination entries (including resits), tiers of entry and examination withdrawals, rests with the centre.

Late entry or amendment fees

Late entries or tier changes incur additional fees and are to be avoided wherever possible. They are authorised by Heads of Department who must account for them in writing. Departments will usually bear the costs of these. A copy of all paperwork concerning late entries must be retained by the Examinations Officer, Head of Department and the candidate.

Examination fee reimbursement will ordinarily be sought from candidates who:

- decide to sit an examination after the late entry/withdrawal deadline
- fail to sit an examination for which they have been entered
- do not meet the necessary NEA or coursework requirements without medical evidence or evidence of other mitigating circumstances.

Resits

GCSE English and Mathematics resits will be available for current Year 12 students during the November series following the GCSE results. All fees and invigilation costs relating to these entries will be paid by the candidate. Entry forms, deadlines and fees will be available from the Exam Office at the beginning of September each year

The school will accept entries from former students in Year 14 as private candidates. Former students pay all costs associated with the examination entry and adhere to all examination procedures.

Resits in linear qualifications (where all papers must be retaken) are charged to the student per subject.

7. Private candidates

In addition to resits, candidates in Year 9 and above will be permitted to enter for a 'Home Language' examination. Wallington High School for Girls can act as a host for the reading, timetabled writing, listening and speaking tests. The student must source their own examiner for any oral examinations; the examiner must be sufficiently experienced. All fees and additional invigilation costs relating to these entries will be paid by the candidate.

We are unable to accept entries from private candidates for any GCSEs that include a controlled assessment element.

Apart from 'home language' qualifications, we are unable to accept private entries for any subject not taught at Wallington.

We are unable to accept private entries from current students for a subject taught at Wallington and studied privately, except in exceptional circumstances.

Examination fees

No charge will be made for a student's first entry to a prescribed public examination that is part of the curriculum on the school's set examination list, and for which the student has been prepared by the school.

See *Appendix 2 GLT Charges & Remissions Policy 2.2 Examination Fees*

The Equality Act 2010

The Equality Act 2010 extends the application of the Equality Act to general qualifications. All examination centre staff must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the law.

See *Appendix 3 Exams Disability Policy*

Special needs

- A candidate's special needs requirements are determined by:
 - SENCo
 - Appropriate Medical Practitioner
 - Head of Year
 - Educational Psychologist/specialist teacher

The SENCo informs the Exams Office and subject teachers of candidates with special educational needs who are embarking on a course leading to an examination. The SENCo will then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

Access Arrangements

- Approving Access Arrangements is the responsibility of the SENCo, in consultation with the Head of Year
- Making special arrangements for candidates to take examinations is the responsibility of the Examinations Officer in consultation with the SENCo and Head of Year.
- Submitting completed Access Arrangement applications to the Awarding Bodies is the responsibility of the Examinations Officer under guidance from the SENCo.
- Rooming for Access Arrangement candidates will be arranged by the Examinations Officer.
- Invigilation and support for Access Arrangement candidates will be organised by the Examinations Officer.

Contingency planning

Contingency planning for examinations is the responsibility of the member of SLT in charge of examinations and the Examinations Officer.

See *Appendix 4 Exams Contingency Plan*

Examination days

- The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilation team.
- The site team is responsible for setting up the allocated rooms as requested by the Exams Office.
- The lead invigilator will start all examinations in accordance with JCQ guidelines.

- In practical examinations subject teachers may be on hand in case of any technical difficulties.
- Examination papers will be distributed to Heads of Department at the end of each day, once all candidates sitting that paper within the centre have finished the examination.

Invigilators

- External invigilators will be used for both internal and external examination supervision.
- Recruitment of invigilators is the responsibility of the Examinations Officer.
- Securing the necessary DBS clearance for new invigilators is the responsibility of HR.
- DBS fees for securing such clearance are paid by the centre.
- Invigilators are timetabled and briefed by the Examinations Office.
- Invigilators' rates of pay are set by the Head of Centre in consultation with the Governors.

Candidates

- WHSG's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and WHSG accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates may leave the examination room for a genuine purpose (e.g. toilet break) requiring an immediate return to the examination room, in which case a member of invigilation staff must accompany them.
- For examinations which are less than one hour, candidates will not be allowed to leave the examination hall until one hour after the published start time.
- The Attendance Officer will attempt to contact any candidate who is not present at the start of an examination. Candidates who realise they will be late for an examination must contact the Examinations Officer immediately and must not attempt to communicate with any other person. Upon arrival at school they must wait at Reception and ask the Receptionist to make the Examinations Officer aware of their arrival. The Examinations Officer has the final decision as to whether the candidate may sit the examination.
- Ordinarily, no candidate may sit an examination if they arrive one hour after the published start time.
- Candidates who fail to turn up for an examination will be charged for the examination. The Examinations Officer is responsible for completing and despatching the paperwork to withdraw the candidate and for informing the Head of Department and Finance.

Clash candidates

- The Examinations Officer will be responsible as necessary for identifying clash candidates and making necessary arrangements in accordance with JCQ regulations.

Special consideration

- Head of Year, SENCO and First Aiders are responsible for ensuring that the Examination Officer is aware of students who need Special Consideration.
- Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the school, or the examination invigilator, to that effect.
- Any special consideration claim must be supported by appropriate evidence within three days of the examination (e.g. a letter from the candidate's doctor). The Examinations Officer will then

submit a special consideration application to the relevant Awarding Body by the published deadline (within seven days of the candidate's last examination of the series).

Coursework/Non-Examined Assessments (NEA)

Candidates who have to prepare portfolios should do so by the end of the course or the date defined by WHSG.

Heads of Department are responsible for informing candidates of their internally assessed marks prior to these being submitted to the Awarding Body.

Heads of Department will ensure that all internal assessment marks are submitted to the Awarding Body by the deadline and samples for moderations are despatched in accordance with guidelines set out by the Awarding Body and by the deadline as defined by the Awarding Body. The Examinations Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Post-completion, Heads of Department must retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre. Work can only be returned to candidates when instructed by the Examinations Officer. Samples returned from moderators will be logged and securely stored by the Examinations Office, who will inform Heads of Department when they can collect them.

Appeals against Coursework/NEA process

See Appendix 5 Review of Internal Assessments Policy

Results, enquiries about results (EARs) and access to scripts (ATS)

Results

- Candidates will collect their individual result slips on results days in person at WHSG at the designated time.
- Candidates who are unable to attend must give written permission for a third party to collect them and the third party must bring photographic ID on the day.
- Uncollected results slips will be posted after 1pm on results days to a student's home address as recorded on SIMS.
- Arrangements for the school to be open on results days are made by the Examinations Officer in consultation with SLT
- Access to appropriate centre staff immediately after publication of results is the responsibility of the Head of Centre
- Candidates will be informed of the periods during which centre staff are available

Enquiry about Results (EARs)

Any candidate may apply for an EAR. Candidates will be charged for EARs.

Candidates who wish to query their examination result, request a script or a review of marking must complete the correct paperwork and make the necessary payment by Parent Pay/BACS. Should the Awarding Body uphold the query, the candidate will be reimbursed the Awarding Body fee.

EARs may be requested by the Head of Department if there are reasonable grounds for believing there has

been an error in marking. The candidate's written consent is required before an EAR application can be made, email will suffice. Where departments request an EAR the cost will be deducted from department capitation.

Access to Scripts (ATS)

The exam boards offer a range of services available to candidates who wish to access their scripts. Candidates should refer to the Post Results Services document which accompanies their results slips to choose the correct service. Candidates must pay for ATS requests.

Departments may request scripts for investigation or for teaching purposes. Departments who wish to recall examination scripts for their own use must get the candidates' written permission, email will suffice. Where departments request an ATS the cost may be deducted from department capitation.

GCSE re-marks cannot be applied for once a script has been returned.

Certificates

Certificates are presented to students at the GCSE Prizegiving & Year 14 Reunion ceremonies. The candidate will sign to acknowledge receipt of the Certificate. Certificates can be collected in person from the Examinations Office after these events. If the candidate is unable to collect in person they can be collected on behalf of a candidate by third parties, provided written authorisation has been supplied by the candidate to do so. Third parties must bring photographic ID.

The centre retains certificates for 12 months. The Examinations Office will write to all students who have not collected their certificates within 12 months of the school having issued them asking them to make arrangements to collect the certificates. Certificates which are not collected will be destroyed by a secure method. A record of all certificates destroyed will be kept for a further period of four years from the date of destruction, in accordance with JCQ and Awarding Body guidelines.

RECEIVING EXAM BOARD PARCELS

- All parcels and packages received from an Exam Board or Awarding Body must be recorded in the folder left in Reception, either by the Receptionist or whoever is on Reception duty.
- Reception must contact the Exams Office immediately to collect and sign for the packages.
- If the Exams Office is unmanned then Reception must contact the Headteacher's PA.
- All packages must then be taken from Reception and locked into the Exams' secure storage. They should not be left in the Exams Office.
- If parcels are signed for, taken and locked into the Exams' secure storage by anyone other than a member of the Exams team it is that person's responsibility to email the Exams team and let them know that the parcels have been received and locked away.
- If the parcels are heavy, site staff should be contacted to assist in moving the parcels to the Exams' secure storage, accompanied by either a member of the Exams team or the Headteacher's PA.
- Keys to the Exams' secure storage are held by the Exams team and a spare set with the Headteacher's PA.

Exams Disability procedure

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

*“...recognise its duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7). This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre **must not** charge a disabled candidate any additional fee in relation to the adjustment or aid; “*

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

[Quote taken directly from section 5.4 of the JCQ publication General regulations for approved centres 2021 - 2022]

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

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

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

The Equality Act 2010 definition of disability

A definition is provided on page 9 of the JCQ publication Access Arrangements and Reasonable Adjustments 2021-2022

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

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications:
 - General Regulations for Approved Centres
 - Instructions for Conducting Examinations
 - Access Arrangements and Reasonable Adjustments
 - Suspected Malpractice in Examinations and Assessments
 - Instructions for Conducting Non-Examination Assessments
 - A Guide to the Special Consideration Process

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA

Special educational needs coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA

Teaching staff

- Inform the SENCo of any support that might be needed by a candidate

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate

Assessor of candidates with learning difficulties

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

- Has detailed understanding of the JCQ publication AA

Use of word processors

“Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body’s specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet.”
[ICE 14.20]

*“A centre **must** have a policy on the use of word processors. A word processor **cannot** simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.*

*The use of a word processor **must** reflect the candidate’s normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates...*

*A member of the centre’s senior leadership team **must** produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.”*

[AA 5.8]

See Examinations Policy Appendix 8

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

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

Head of centre

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

Special educational needs coordinator (SENCo)

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

Exams officer

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in ICE 2021-2022

Other relevant centre staff

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

Internal assessments

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

“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

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

Special educational needs coordinator (SENCo)

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

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates

Internal exams

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

Special educational needs coordinator (SENCo)

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

Teaching staff

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

Facilitating access - examples

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

On a candidate by candidate basis, consideration is given to

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

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

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits ‘Alternative site form’ for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications:</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate’s timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate’s condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate’s performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	Reader/computer reader	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p>

	<p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Original Form 8 signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>
<p>Significant difficulty in concentrating</p>	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>
<p>A wheelchair user</p>	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>

This plan examines potential risks and issues that could cause disruption to the exams process at [insert centre name]. 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 **Wallington High School for Girls** is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2021-2022*) that the centre *has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.*

Possible causes of disruption to the exam process

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

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

- **Planning**
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited
- **Entries**
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- **Pre-exams**
 - invigilators not trained or updated on changes to instructions for conducting exams
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - candidates not briefed on exam timetables and awarding body information for candidates
 - confidential exam/assessment materials and candidates' work not stored under required secure conditions
 - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- **Exam time**
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required for marking to awarding bodies
- **Results and post-results**
 - access to examination results affecting the distribution of results to candidates
 - the facilitation of the post-results services

Centre actions to mitigate the impact of the disruption

- WHSG Exams Office has both an Exams Officer and Exams Assistant. In the event of the Exams Officer being absent, the Exams Assistant would perform the EO role, overseen by the member of SLT with responsibility for examinations.
- In the event of both the Exams Officer and the Exams Assistant being unavailable, the Exams Officer from Nonsuch High School for Girls (NHSG) or Carshalton High School for Girls (CHSG) will oversee the Exam Office function at WHSG.

SENCo 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 including:

- **Planning**
 - candidates not tested/assessed to identify potential access arrangement requirements
 - centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
 - evidence of need and evidence to support normal way of working not collated
- **Pre-exams**
 - approval for access arrangements not applied for to the awarding body
 - centre-delegated arrangements not put in place
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff (facilitators) providing support to access arrangement candidates not allocated and trained
- **Exam time**
 - access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of the disruption

- The line manager of SENCo in conjunction with the Inclusion Assistant will perform the function.

Teaching staff extended absence at key points in the exam cycle

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in:
 - candidates not being entered for exams/assessments or being entered late
 - late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption

- Line manager of absent member of staff to perform function

Invigilators - lack of appropriately trained invigilators or invigilator absence

- 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:

- Use of cover supervisors, and teachers as a last resort, in the event of an emergency.

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

- 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:

- Move timetabled lessons from possible exam venues.

Failure of IT systems

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

Centre actions:

- Revert to critical incident management plan.

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

- 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:

Refer to Exams Evacuation Plan

Disruption of teaching time – centre closed for an extended period

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

Centre actions:

- Revert to critical incident management plan.

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

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

- Invoke critical incident management plan via SLT.

Centre unable to open as normal during the exams period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

- Centre unable to open as normal for scheduled examinations

Centre actions:

- Invoke critical incident management plan via SLT. SLT to facilitate the use of an alternative site. NHSG or CHSG are possible venues, as part of the Girls Learning Trust.

Centre is closed as part of a nationwide school closure (including the potential cancellation of examinations)

- 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
- Examinations may be cancelled as part of the school closure

Centre actions:

Follow Government guidance

Disruption in the distribution of examination papers

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions:

- In line with JCQ guidelines, contact the relevant awarding bodies for advice and instructions

Disruption to the transportation of completed examination scripts

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- In line with JCQ guidelines, contact the relevant awarding bodies for advice and instructions
- Store completed scripts securely until collection

Assessment evidence is not available to be marked

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions to mitigate the impact of the disruption

- Contact awarding bodies for advice

Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

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

Centre actions:

- Examination results can be sent electronically to candidates
- Utilise other sites within the Girls' Learning Trust to facilitate post-results services

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

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.

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.

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.

Steps the awarding organisation should take

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. **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.

After the exam

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

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

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

See also:

- [JCQ's guidance on special considerations](#)

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

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

Widespread national disruption to the taking of examinations or assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022.

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

[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 30 January 2021) <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>]

JCQ

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

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

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

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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

15.5 The awarding bodies have designated **Wednesday 29 June 2022** as a 'contingency day' for examinations. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystem-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.

In the event of national disruption to a day of examinations in summer 2022, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body. Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

[JCQ guidance taken directly from JCQ *Instructions for Conducting Examinations 2021-2022s* <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 the Centre Admin Portal (CAP) or through the JCQ training site
<http://jcq.training.jcq.org.uk/CAP/Home/Training>

Instructions for Conducting Examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergency planning and response: Severe weather; Exam disruption

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

Teaching time lost due to severe weather conditions

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

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

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

Statutory guidance on school closures <https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Wales

School closures – opening schools in extreme bad weather

<http://gov.wales/topics/educationandskills/publications/guidance/schoolclosuresfaq/?lang=en>

Northern Ireland

Exceptional closure days <https://www.education-ni.gov.uk/articles/exceptional-closure-days>

Checklist for Principals when considering Opening or Closure of School <https://www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools>

School closures <https://www.nidirect.gov.uk/articles/school-closures>

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework,

GCE and GCSE non-examination assessments and Project qualifications)

Wallington High School for Girls 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. **Wallington High School for Girls (WHSG)** is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. **WHSG** will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. **WHSG** will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. **WHSG** will, having received a request for copies of materials, promptly make them available to the candidate.
4. **WHSG** will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. **WHSG** will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. **WHSG** will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. **WHSG** 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. **WHSG** will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. **WHSG** will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. 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 the centre, 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.

Exams Emergency Evacuation

This policy details how Wallington High School for Girls deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

When is an emergency evacuation required?

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

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

Emergency evacuation of an exam room

Roles and responsibilities

Head of centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation
- Ensures any instructions from relevant local or national agencies are referenced and followed where applicable, including information from the National Counter Terrorism Security Office on the *Procedures for handling bomb threats*
<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>
- Where safe to do so, ensures candidates are given the opportunity to sit exams for their published duration

Senior leader

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

Special educational needs coordinator (SENCo)

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

Exams officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded

- Ensures candidates are briefed (*Candidate exam handbook*), prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process where applicable (in cases where a group of candidates have been disadvantaged by a particular event)

Invigilators

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

Other relevant centre staff

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

Recording details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

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

Further details could include

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

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

Emergency evacuation procedure

Actions to be taken (as detailed in current JCQ [Instructions for conducting examinations](#) section 25, **Emergencies**)

Stop the candidates from writing

Collect the attendance register (in order to ensure all candidates are present)

Evacuate the examination room in line with the instructions given by the appropriate authority

Advise candidates to leave all question papers and scripts in the examination room

Candidates should leave the room in silence

Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination

Make a note of the time of the interruption and how long it lasted

Allow the candidates the full working time set for the examination

If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination

Make a full report of the incident and of the action taken, and send to the relevant awarding body

Additional centre-specific actions to be taken

Invigilator Announcement

EVACUATION IN CASE OF FIRE DURING EXAMS

STUDENTS MUST BE KEPT IN SILENCE AND SUPERVISED AT ALL TIMES

- Senior Invigilators to take the attendance register outside
- An Invigilator from the Sports Hall should confirm with the Exam Officer that all candidates are present
- In the case of an exam in a classroom, Invigilators should accompany students to the field and keep them in a separate group

Please read the relevant room instructions to the students now

If the fire alarm sounds, please remain seated and wait for instructions from the invigilator

SPORTS HALL AND DANCE STUDIO – In the event of a fire please remain silent and seated until told to leave via the fire exits, by an Invigilator. Please go to the field but remain with the Invigilators away from other students. **You will still be under Exam Board regulations and must remain silent and away from other students.** Failure to do so may result in disqualification.

GYM – In the event of a fire please leave via the side fire exit and go to the front of the school. Wait with the Invigilators in silence. **You will still be under Exam Board regulations and must remain silent and away from other students.** Failure to do so may result in disqualification.

F01 - In the event of a fire please remain silent and leave via the stairs to the field. You must remain with the Invigilator away from all other students. **You will still be under Exam Board regulations and must remain silent and away from other students.** Failure to do so may result in disqualification.

UPSTAIRS E ROOMS (E20, E21, E28 and E29) – In the event of a fire please remain silent and leave via the stairs by the Activity Studio and go to the field with the Invigilators. **You will still be under Exam Board regulations and must remain silent and away from other students.** Failure to do so may result in disqualification.

G21-G23 – In the event of a fire please remain silent and leave via the exit at the end of this corridor and go to the field with the Invigilators. **You will still be under Exam Board regulations and must remain silent and away from other students.** Failure to do so may result in disqualification.

Main Hall – In the event of a fire please remain silent and leave via the doors at the back and onto the Hall corridor and go to the field with the Invigilators. **You will still be under Exam Board regulations and must remain silent and away from other students.** Failure to do so may result in disqualification.

Exams Lockdown procedure

This procedure details the measures taken at Wallington High School for Girls in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud
- a major fire in the vicinity
- a dangerous animal roaming loose
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates

Wallington High School for Girls has devised lockdown procedures after consulting GOV.UK's [Developing Dynamic Lockdown Procedures](#) guidance.

With regard to conducting examinations, the focus before, during and after an exam will be:

- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- maintaining the integrity and security of the examinations/assessments process
- how to achieve an effective lockdown
- how to let people know what's happening
- training staff engaged/involved in the conducting of examinations
- STAY SAFE principles (Run, Hide, Tell)

Roles and responsibilities

Head of centre

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- To arrange appropriate training for all exams-related staff in lockdown procedures
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due to it being locked down
- To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the room becomes unsafe
- To provide written lockdown procedures for exam room/invigilator use
- To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior leadership team (SLT)

- To have accountability for all exams staff and candidates taking examinations during a lockdown
- To run training/drills for examination candidates on lockdown procedures
- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations

- To have a presence around exam room areas prior to the start of each exam session
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for

Exams officer

- To train invigilators in the centre's lockdown procedure
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown
- To assist with Lockdown training for staff and students where applicable to the conducting of examinations

Invigilators

- To be aware of the centre's lockdown procedure
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room

Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present, whenever possible, around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- Invigilators will
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - take an attendance register/head count if possible
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:
 - tell candidates to stop writing immediately and turn their papers over.
 - collect the attendance register

- make a note of time when the examination was suspended
- instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
- lock all windows and close all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
- The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- Invigilators will:
 - stop dismissing candidates from the exam room
 - instruct candidates who have left the room to re-enter the exam room
 - instruct candidates to remain silent and hide under examination tables
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

Ending a lockdown

- The lockdown will be ended by either
 - the sound of a defined alarm or
 - the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT

- Where applicable and if advised to do so by SLT/ head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination
- Invigilators will then:
 - ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
 - recalculate the revised finish time(s) to allow for the full exam time
 - tell the candidates to turn their papers over and re-start their exam
 - amend the revised finish time(s) on display to candidates
 - note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)
- The exams officer will
 - provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- Where applicable/possible/available, SLT/exams officer will
 - negotiate any alternative exam sittings with the awarding bodies
 - offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly led by the head of centre to discuss the lockdown and offer ongoing support
 - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Exams Word Processor Procedure

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

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments* 2021-2022 and ICE to JCQ *Instructions for conducting examinations* 2021-2022.

Purpose of the policy

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

Principles for using a word processor

Wallington High School for Girls (WHSG) complies with AA chapter 4 *Managing the needs of candidates and principles for centres* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of word processors is only permitted where it will not unfairly disadvantage or advantage the candidate.

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments
- In the event of a temporary injury of impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, access arrangements/reasonable adjustments will be applied for as soon as it is practicable.

(AA 4.2.5)

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

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

The use of a word processor

Wallington High School for Girls complies with AA chapter 5 *Access arrangements and adjustments* as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

(AA 5.8.2)

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

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

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

Wallington High School for Girls complies with ICE 14.20 *Word processors* instructions

- Candidates allowed the use of word processors are assigned an exam account which can be logged onto from any computer within the school.
- Candidates using word processors are accommodated separately from the main examination venue under separate invigilation.
- Exam accounts are 'locked down' with no access to the network or internet.
- Exam accounts have access only to WordPad, not Microsoft Word.
- Candidates are allocated an exam account for the duration of the exam season. This will normally be the same account they have used during mock/internal examinations.
- Instructions are provided to each candidate with details of their exam account login and password.
- At the end of the examination candidates are accompanied by the invigilator to the Examinations Office.
- From here the Exams Officer or Assistant will access the exam account and print the candidate's script in the Examinations Office.
- The candidate will then number the printed pages of the script and sign each page to confirm this is their work and is complete.
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

Wallington High School for Girls does not currently provide laptops or tablets for candidates to use in examinations.

Exams Archiving Procedure

Appendix 8

The purpose of this procedure is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management 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.	
Attendance register copies		To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6,15]	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	
Candidates' work	Non-examination assessment work (inc. controlled assessment, coursework, portfolios) 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 enquiry/appeal or malpractice investigations for the exam series. [Reference GR 3, 5]	Returned to candidates or safe disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. [Reference GR 5]	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. [Reference GR 5]	Confidential destruction
Certificate issue information	A record of certificates that have been issued to candidates.	[Reference GR 5]	
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	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 enquiry/appeal or malpractice investigations for the exam series. [Reference GR 3, 5]	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 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 enquiry/appeal or malpractice investigations for the exam series. [Reference GR 3, 5]	Confidential waste/shredding
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service	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 enquiry/appeal or malpractice investigations for the exam series. [Reference GR 3, 5]	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Entry information	Any hard copy information relating to candidates' entries.	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 enquiry/appeal or malpractice investigations for the exam series. [Reference GR 3 , 5]	Confidential waste/shredding
Exam question papers	Question papers for timetabled written exams.	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam. Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed. [Reference ICE 16 and GR 5,6]	
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	Confidential waste/shredding
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	Confidential waste/shredding
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of. [Reference ICE page 4 and ICE 23]	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
Invigilation arrangements	See <i>Exam room checklists</i>		
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Confidential waste/shredding
Moderator reports		To be immediately provided to head of department as records owner.	
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 for the relevant exam series.	Confidential waste/shredding
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given. [Reference PRS 4 , appendix A and B]	Confidential waste/shredding
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.	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given. [Reference PRS 4 , appendix A and B]	Confidential waste/shredding
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding	Where copies of scripts are retained by the centre, they must be securely stored (including	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	body/copies downloaded by the centre where the awarding body provides online access to scripts.	any electronic versions) until they are no longer required. [Reference PRS 6]	
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	Confidential disposal
Private candidate information	Any hard copy information relating to private candidates' entries.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	Confidential disposal
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	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 until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	Confidential 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. [Reference Records Management Toolkit for Schools]	Confidential disposal
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		[Reference ICE 6]	
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate. Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results. [Reference SC 6]	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 until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	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 until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	Confidential disposal

