

EXAMINATIONS POLICY

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1. THE PURPOSE OF THIS POLICY

- to ensure the planning and management of 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 be read in conjunction with the Federation’s Equality, Diversity and Inclusion Policy.

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

2. EXAMINATION RESPONSIBILITIES

2.1 HEAD OF CENTRE

- has overall responsibility for the conducting of the examinations at the examination centre;
- advises on appeals and reviews of marking;
- is responsible for reporting all suspicions or actual incidents of malpractice, making reference to the JCQ document Suspected Malpractice in Examinations and Assessments.

- is responsible for ensuring that all suspected or actual incidents of malpractice including the use of AI, are reported, in line with the JCQ guidance on understanding and avoiding malpractice guidance.
<https://www.jcq.org.uk/exams-office/blogs/understanding-and-avoiding-malpractice/>
- has responsibility for ensuring that staff delivering non-examined assessments, coursework and internal assessments are aware of how to identify, report and investigate the misuse of AI.

2.2 EXAMINATIONS OFFICER

- manages the administration of public and internal examinations and analysis of examination results;
- advises the Senior Leadership Team (SLT), subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various awarding bodies;
- oversees the production and distribution 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 the aspects of the examination timetable that will affect them;
- consults with teaching staff to ensure that necessary controlled 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 and makes applications for special consideration using the JCQ guidelines. Manages Federation resources to support these arrangements whilst balancing the needs of all learners;
- identifies and manages examination timetable clashes, issues relating to absence during the examination period;
- accounts for income and expenditures relating to all examination costs/charges;
- organises the recruitment, training, monitoring and line management of a team of Examination Invigilators responsible for the conduct of examinations.
- submits candidates' controlled assessment marks, tracks dispatches and stores returned work 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 forwards, in consultation with the SLT, any appeals/re-mark requests;
- maintains systems and processes to support the timely entry of candidates for their examinations.

2.3 TEACHERS PROVIDE

- notification of access arrangements to the delegated member of staff/SENCO;
- accurate information regarding awarding bodies and entry codes;
- where required, accurate marks for controlled assessment, samples of work for moderation in a timely manner, information for any students who may be absent during the examination period;
- guidance and a pastoral overview of candidates who are unsure about examination entries or amendments to entries;

- guidance regarding appeals for the students and requests for examination scripts;
- accurate completion of coursework mark sheets and declaration sheets;
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.

2.4 DELEGATED MEMBERS OF STAFF PROVIDE

- Administration of access arrangements;
- identification and testing of candidates, requirements for access arrangements;
- provision of additional support – with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help candidates achieve their course aims;
- administration and applications for access arrangements online using access arrangements online in accordance with the JCQ guidelines.

2.5 INVIGILATORS PROVIDE

- collection of examination papers and other materials from the examinations office before the start of the examination;
- collection of all examination papers in the correct order at the end of the examination and their return to the examinations officer.

2.6 CANDIDATES

- confirm and sign entries and coursework.
- place ID cards on examination desks to ensure invigilators are able to confirm identity.

This guidance also applies to any candidates sitting examinations within the Centre as an external person.

3 EQUALITY LEGISLATION

3.1 All exam centre staff will ensure that they meet the requirements of any equality legislation, including Equality Act 2010. The centre will comply with the legislation, including making reasonable adjustments to the service that they provide candidates in accordance with requirements defined by the legislation, awarding bodies and JCQ.

4. ACCESS ARRANGEMENTS

- 4.1 The Access Arrangement Lead will work with students, parents and subject teachers to establish the appropriateness of applying for access arrangements. Ensuring there is appropriate evidence for a candidate's access arrangements is the responsibility of the Access Arrangement Lead, working in partnership with the Deputy Head of School responsible for Assessment and Reporting. Submitting completed access applications to the awarding body is the responsibility of the Access Arrangement Lead.
- 4.2 Implementation of access arrangements, including rooming or additional resources is the responsibility of the Examinations Officer.
- 4.3 Invigilation and support for access arrangements candidates, as defined by JCQ access arrangement regulations, will be organised by the Examination Officer.

5. CONTROLLED ASSESSMENT

- 5.1 It is the responsibility of teaching staff to ensure that assessments tasks provided are in line with the awarding body specification and control requirements are contextualised as appropriate to meet local needs.
- 5.2 Teachers will work in partnership with the Examination Officer to ensure that all confidential materials together with the final work submitted by students are held securely at all times, in accordance with subject instructions for 'conducting controlled assessment'.
- 5.3 The Examination Officer will liaise with teachers to ensure that students have been entered for the correct individual units of controlled assessment by the deadline set by the relevant awarding bodies.
- 5.4 The Examination Officer will distribute mark sheets for completion by teaching staff and collect these and return to the examination body before the deadline set.
- 5.5 The teacher will ensure that moderation of work and signatures of authenticity are collected and submitted for external validation by the deadlines set by the examination boards.
- 5.6 Students will be informed of their Centre assessment marks and given a chance to request a review of their marks.

6. NON EXAMINATION ASSESSMENTS

- 6.1 It is the responsibility of teaching staff to ensure that assessments tasks provided are in line with the awarding body specification and control requirements are contextualised as appropriate to meet local needs.
- 6.2 Teachers will assess students against Common Practical Assessment Criteria (CPAC) issued by the awarding organisations. The CPAC are based on the subject content requirements published by the Department for Education, and define the minimum standard required for the achievement of a pass.
- 6.3 Each student will keep an appropriate record of their practical work, including their assessed practical activities. Students may work in groups but teachers who award a pass to their students need to be confident of individual students' competence.
- 6.4 The teacher will ensure that moderation of work and signatures of authenticity are collected and submitted for external validation by the deadlines set by the examination boards.

7. EXAMINATION RESULTS

- 7.1 A level results are received by the School on the day before official publication. Results remain embargoed until the following day and should only be shared with the senior leadership team for purposes of identifying any issues.
- 7.2 A summary of results is made available in electronic form for students on results day.
- 7.3 Subject breakdowns will be provided to teaching staff on results day in order that they may provide additional support to students including guidance regarding any appeals.
- 7.4 The Head of School will provide a summary of accumulated performance for publication in the press, prospectus, governors, and reports to parents.

8. APPEALS AGAINST INTERNALLY MARKED WORK

- 8.1 Harington School is committed to ensuring that whenever staff mark controlled assessment / coursework that it is done fairly, consistently and in accordance with the awarding body's specification and associated documents.
- 8.2 Candidates' work will be marked by staff who have appropriate knowledge, understanding and skills to complete the marking. The School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of staff are involved in marking candidate's work, internal moderation and standardisation will ensure consistency of marking.
- 8.3 If a candidate believes that work has not been marked in accordance with 7.1 and 7.2 they may make use of this appeals procedure.

NB An appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

- a) An appeal should be made as early as is possible and no later than 1 April that academic year.
 - b) An appeal should be made to the Examination Officer.
 - c) The Head of School or a nominated senior leader will conduct the investigation. The senior member of staff will not have any involvement in the internal assessment process for that subject.
 - d) The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific documents.
 - e) The person appealing will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes to future procedures.
 - f) The outcome of the appeal will be made known to the Head of School. A written record will be kept and made available to the exam body on request. Should the appeal bring any irregularity to light, the awarding body will be informed.
- 8.4 After the candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency between centres. The moderation process may lead to mark changes. This process is outside the control of the School.

9. ENQUIRIES ABOUT RESULTS (EaRs)

- 9.1 Enquiries about results can be requested by centre staff following the release of results. A request for a review of marking or clerical check, requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.
- 9.2 Students and parents are made aware of the procedures to follow for EaRs prior to the publication of results. A pro-forma is available for completion which is signed by the student and Head of School.
- 9.3 Centre staff will provide their guidance over the appropriateness of a student reviewing their marks. If a student still wishes to have scripts remarked despite guidance to the contrary this is permitted but will incur an additional charge.

APPENDIX A WRITTEN EXAMINATION CONTINGENCY PLAN



To be read in conjunction with the Federation Emergency Closure Policy.

This plan aims to examine potential risks and issues that could cause disruption to the management and administration of the examination process at the School. By outlining actions to be followed in case of disruption, it is intended to mitigate the impact these disruptions have on our examination process. Alongside internal processes, this plan is informed by guidance from the joint contingency plan for the examination series in England, Wales and Northern Island.

CAUSES OF POTENTIAL DISRUPTION AND ASSOCIATED RISK

POTENTIAL RISK	MANAGEMENT OF RISK
Examinations Officer extended absence at key points during the examination process cycle.	Federation to train a member of staff so they understand all aspects of the role and can deputise if required.
Candidates not entered with awarding body.	21 February deadline SLT to liaise with deputy and publish to class teachers.
Financial implication to the Federation caused by late entries.	Publishing deadlines well in advance.
Examination plan not produced including key dates (deadlines missed, results may be delayed).	Deputy to liaise with SLT link to produce.
Insufficient training and recruitment of Examination Invigilators. Failure to recruit sufficient Invigilators to conduct examinations/Invigilator absence on day of examination. Lack of appropriately trained Invigilators or Invigilator absence.	Recruitment cycle to begin promptly (March). Additional staff deployed to provide cover (teaching staff, trained STA/TAs). Annual training session with Examination Officer and Invigilators, including access arrangements and safeguarding.
Controlled assessment (or equivalent) marks not submitted by published deadlines. Deadlines missed.	1 May deadline to be published well in advance. Deputy/Link Vice Principal for examinations aware of deadlines. Examinations Officer to seek advice from the awarding body.
Rooming, scheduling, timetables not completed including for those students with access arrangements.	Examinations Officer to liaise with the Premises Officer to ensure that all examination rooms meet the requirements of JCQ Guidelines within an appropriate timescale for any issues to be addressed. In case of absence of Examination Officer, deputy to liaise with Access Arrangements Lead.

Examination scripts not dispatched as required.	Examinations Officer to liaise with awarding bodies to receive scripts in line with entries.
Disruption to the transportation of completed examination scripts.	Seek guidance from awarding bodies
Delay in collection arrangements for completed examination scripts.	Ensure scripts are retained in secure storage until collection
	Examination Officer to liaise with couriers as to reasons for delay and clarify plans for rectifying.

The same approach would apply for absence of SENCO during key periods. The Deputy would ensure all testing and online applications for access arrangements are completed and submitted within the deadlines.

CONTINGENCY PLAN FOR UNFORESEEN CIRCUMSTANCES RELATING TO SITE

POTENTIAL RISK	MANAGEMENT OF RISK
Examination venue unavailable at short notice.	Use of alternative venues depending on size of cohort. This includes: main sports hall, rooms within the Federation including Catmose College.
Centre unable to open as normal during the examination period	Group split into smaller groups and individual classrooms used Use of 1:30 ratio of Invigilators/Federation staff within JCQ guidance. Relevant awarding bodies made aware where appropriate and guidance taken regarding alternative venues. Examinations Officer to apply for special consideration for candidates where they have met minimum requirements to achieve the qualification. Alternative local venue sought after consultation with awarding bodies.
Disruption to examination due to unforeseen circumstances.	Contingency plan activated Special consideration applied for.
Excessive noise.	Examination Officer and Head of School contacted at the earliest opportunity.
Disruption from external visitors outside of the examination	Examination stopped until resolution of problem.
Fire Alarm	The emergency evacuation plan will be activated. The examination will be stopped, all students and staff will be evacuated in accordance with the examination evacuation procedure until authorized to re-enter the building.

	The awarding bodies will be contacted to seek advice.
Bomb Threat	<p>The emergency evacuation plan will be activated.</p> <p>The examination will be stopped, all students and staff will be evacuated in accordance with the examination evacuation procedure until authorised to re-enter the building.</p> <p>The awarding bodies will be contacted to seek advice.</p>
Malfunction of subject specific/technical equipment during examination.	<p>Invigilators to alert Examinations Officer/SLT immediately.</p> <p>Federation to rectify the faulty equipment as soon as possible.</p> <p>Examinations Officer to contact awarding body and submit special consideration.</p>

CONTINGENCY PLAN FOR UNFORESEEN CIRCUMSTANCES RELATING TO THE CANDIDATES

POTENTIAL RISK	MANAGEMENT OF RISK
<p>Candidate unable to take examination because of crisis.</p> <p>Stressed/anxiety caused to candidates due to unforeseen circumstances (needing to move and examination at short notice).</p>	<p>Candidate must inform Examinations Officer and Head of Centre as soon as crisis is known.</p> <p>Guidance regarding this given in student briefing.</p>
<p>Candidate unable to attend the examination centre to take examination.</p> <p>Candidate taken ill during an examination.</p>	<p>Liaise with candidate if examination can be taken at alternative venue in agreement with awarding body.</p> <p>Examinations Officer to liaise with invigilator to attend alternative venue.</p> <p>Examinations Officer to apply to awarding bodies for special consideration.</p> <p>Medical certificate or other evidence required to submission.</p> <p>Invigilators to alert Examinations Officer/SLT.</p> <p>Examinations Officer to contact awarding body and submit special consideration.</p>



APPENDIX B CYBER SECURITY - EXAMS

<p>This document covers a contingency plan with regards to exams and a cyber-attack. A lockdown procedure due to a cyber-attack would affect any online exams due, until the matter is resolved. This can be a varied range of hours, to weeks or months.</p>	
<p>Exams Contingency Cyber Attack Precautions</p> <ul style="list-style-type: none"> • Cyber-attacks are on the rise since the pandemic and heightened threats in recent years. • Any cyber-attack on the Federation should be reported to awarding bodies. • Centre to remain vigilant regarding suspicious emails that could be trying to gain access to sensitive examination material. • Staff training on the risks of cyber-attacks to include phishing and how to report any suspected phishing, not to open any suspicious emails or click on links. • Cyber-attack poses a risk to NEA/coursework stored on computers. • Coursework stored on Federation servers may be accessed during an attack. • Where candidate's work is produced electronically the Federation stores documents securely and completes nightly backups of such areas. 	
<p>Exams Contingency Cyber Attack Procedures</p>	
<p>Access to internet connectivity maybe affected which will in turn affect exam processes</p>	<ul style="list-style-type: none"> • IT manager to provide access to alternative provision such as wireless hotspot device to allow access to secure sites of examine bodies and our cloud MIS system.
<p>Cyber-attack on digital papers files for use during exams on that day on awarding bodies. Access to their site may be limited or offline. Digital papers / files may be corrupted and should not be used.</p>	<ul style="list-style-type: none"> • Students may require a reader. • Where exam materials cannot be downloaded, such as audio files, the awarding body would need to be contacted for advice and the exam may need to be delayed.
<p>On screen examinations</p>	<ul style="list-style-type: none"> • The awarding body would be notified of the issue and guidance. • Where timescales allow access via an alternative centre.
<p>Students working on laptops</p>	<ul style="list-style-type: none"> • Students may still access the exam and a stand-alone printer used to print their results. • If necessary, students working on laptops may have to use a scribe/reader where devices are affected. • This examination may not be able to be completed fairly.

	<ul style="list-style-type: none"> • Special consideration.
MFL listening exams where audio track is played using a computer	<ul style="list-style-type: none"> • May need to be conducted using the transcript • Inform awarding body.
Photocopiers may not be usable to copy coloured paper copies of scripts.	<ul style="list-style-type: none"> • Students may require a reader.
Music appraisal exams may not be able to be conducted if the files were not on a CD	<ul style="list-style-type: none"> • Inform awarding body. Maybe use a hotspot device to access the files so the examination can continue. • This examination may not be able to be completed. • Special consideration.



APPENDIX C: RESILIENCE ARRANGEMENTS

POTENTIAL RISK	MANAGEMENT OF RISK
The Scope of Assessment	<p>The School will plan assessment opportunities to gather evidence of student performance in line with our usual assessment approaches, key assessments and checkpoints.</p> <p>Evidence gathered should be sufficient that the School is confident that taken together the evidence is an appropriate assessment of the knowledge, understanding and skills of a student.</p> <p>Students should be assessed on a wide range of content, similar to that they would expect to achieve in the summer exams.</p> <p>Students should only be assessed on content they have been taught at that point in the year.</p> <p>Assessments should be completed in the first half of the academic year where possible to create greater resilience in the face of unforeseen events.</p> <p>Assessments should not exceed the total time students would spend taking exams for the qualification including NEA.</p>
The conditions under which students should be assessed	<p>The School will not share questions before hand.</p> <p>Students will work independently and without assistance other than that as required by reasonable adjustment.</p> <p>Students will not have access to revision notes or books.</p> <p>Students will be supervised during the assessment.</p> <p>Students will be assessed under timed conditions in line with equivalent exams.</p> <p>These steps will ensure the work is authentic and reflects the conditions under which normal exams are taken.</p>
Student awareness	<p>Students will be made aware that any assessment evidence collected and retained under this guidance would be used to determine grades in the event formal exams and assessments could not go ahead.</p>
The conditions under which students should be assessed	<p>Assessments should provide students with opportunities to demonstrate their knowledge and understanding in ways that cover the objectives of the qualification.</p> <p>The assessments should be conducted as formally as possible.</p>
Reasonable adjustments	<p>Records should be made of adjustments and reasons for them.</p> <p>The centre should record why any reasonable adjustment was not made.</p>

	<p>If the need for a reasonable adjustment is only identified after the assessment has taken place, the record should show the reason for the late identification and where possible, the student should be allowed to sit a different but equivalent assessment with the adjustment in place.</p>
<p>Special consideration for students whose performance is affected by an event outside of their control</p>	<p>If a student's performance is affected by an outside event that is outside of their control at the time of, or immediately before the assessment, such as a bereavement, the teacher should mark the assessment as normal but should record the issues with the Deputy Head of School in charge of exams, so that these can be taken into account when determining grades.</p> <p>Students and families should communicate this to the School before, or immediately after, the assessment of any such issues.</p>
<p>Marking</p>	<p>Teachers should mark the assessments in line with published exam board mark schemes and guidance where appropriate.</p> <p>As these arrangements are intended to support the existing internal assessment process, students should be given feedback, which could include marks or comments.</p> <p>Students should not repeat assessments with the same questions following such feedback for the purpose of evidence collection.</p> <p>As teams prepare students to take their qualifications, including through key assessments, those papers taken in and before 2019 and from 2023 onwards will be most useful when considering the standard of work expected at each grade.</p> <p>There was greater leniency in grade boundaries that is not normally applied in exams. Schools and colleges should therefore ensure they do not consider grade boundaries from 2020, 2021 and 2022 when providing an indicative grade for students.</p> <p>Teachers should make it clear that any grade used to indicate the level at which the student has performed is not an indication of what their final grade would be if it became necessary to award a qualification using the evidence. It will not be possible for a teacher to determine a final qualification grade unless Ofqual sets specific guidance on this, which Ofqual will do only if exams do not go ahead.</p>
<p>Retention of work</p>	<p>Student work, either the original or a copy, must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies, or the original work, where this would support their study.</p>
<p>Non-exam assessment</p>	<p>Where a GCSE, AS or A level includes non-exam assessment (NEA), teachers should support students, wherever possible, to complete that assessment in line with the timescales set by exam boards. Should exams be cancelled, teachers would be expected to take a student's NEA into account when determining a teacher assessed grade.</p>

Project qualifications and GCSE, AS and A level art and design qualifications	Students taking Project qualifications and GCSE, AS and A level qualifications in certain subjects, such as art and design do not take exams in any year. Teachers do not, therefore, need to carry out any additional assessment of students taking these qualifications in case exams cannot take place. They should support students, wherever possible, to complete their non-exam assessments in line with the timescales set by exam boards.
Private candidates	In the unlikely event that the government did consider that exams could not take place in the future, the Department for Education would explore ways to encourage centres to work with private candidates and to provide affordable opportunities for private candidates to work with centres.