



# Ashfield Girls' High School



**“Each different. Each talented. All valued.”**

## External Examinations Policy

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Ashfield Girls' High School

External Examinations Policy



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## Executive Summary

In Ashfield Girls', our aim is to enable the girls to develop into confident, articulate and caring young women; young women who will be well equipped to meet the challenges of this constantly changing world. By entering students in external examinations, which are appropriate for their ability, we prepare them for their future career pathway. They have the opportunity to achieve their full potential, to motivate themselves to become independent learners and to experience success.

Article 136 of the Education Reform (NI) Order 1989 requires the Board of Governors at Ashfield Girls' High School, to ensure that each registered pupil is entered for each public examination for which she is being prepared. Therefore, if a KS4 or Post-16 pupil is attending classes in a particular subject, then that pupil will be entered for an appropriate examination in that subject.

There are certain circumstances in which a pupil may be withdrawn or not entered for an examination in a particular subject. These can include:

- the Board of Governors decides that there are educational reasons why the pupil should not be entered for the examination and the pupil's parent/guardian agrees
- the pupil's parent/guardian requests in writing that she should not be entered
- the pupil has been entered for another public examination in another corresponding specification for which she was prepared by the same course of study

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. This Examinations Policy will be reviewed annually by the Examinations Team.

## **The Examinations Team**

Mrs L Hanvey	Principal & Head of Centre (HoC)
Mr P McClintock	Vice-Principal (Curriculum)
Mrs L Christy	Assistant Vice Principal & Examinations Officer (EO)
Mr G Patterson	Assistant Examinations Officer (aEO) & Assistant Learning Support Co-ordinator ( Access Arrangements)
Miss D Dunlop	Assistant Vice-Principal
Ms T Rossborough	Assistant Vice Principal & Learning Support Co-ordinator
Mrs E McLees	Assistant Learning Support Co-ordinator (Access Arrangements)

## **Section A - Aims of policy**

The purpose of this Examinations Policy is to ensure that:

- the planning and management of exams are conducted efficiently and in the best interest of candidates
- all examinations and external assessment processes are conducted in line with national and examining body regulations
- the operation of an efficient exam system with clear guidelines for all relevant staff



## **Section B - Legislative Content, Guidance and Linked Policies**

Education Reform (NI) Order 1989

The Northern Ireland Act 1998

The Equality Act (Northern Ireland) 2010

Disability Discrimination Act (Northern Ireland) 1995

JCQ General Regulations for Approved Centres 2024-2025

JCQ Instructions for Conducting Examinations 2024-2025

CCEA Regulation guidance

OFQUAL Regulation guidance

### Centre Policies

Safeguarding and Child Protection Policy

Complaints Policy

Data Protection Policy

Equality and Inclusion Policy

Whistleblowing Policy

Use of Word Processors in examinations policy

Malpractice Policy

*Contingency section created from:*

*Joint contingency plan in the event of widespread disruption to the examination system in  
England, Wales and Northern Ireland*

*Published April 2019*



## Section C - Policy and Procedures

### 1) Exam Seasons and Timetable

#### Exam seasons

At GCSE level, external exams are scheduled in November, January, March and May/June.  
At AS/A2 level, external exams are scheduled in May/June.

#### Timetables

The EO and aEO will circulate the exam timetables for external exams once these are finalised. A detailed timetable providing information on invigilator requirements will be provided to the Assistant VP responsible for cover.

Candidates must complete the examinations at the times specified by the awarding body.

Candidates must sit in the allocated seat as indicated on the seating plan for their examination. Seating will not be changed once the timetable is published.

### 2) Entries, entry details, late entries and re-sits

#### Entries

The school reserves the right to enter candidates for exams and to act as an exam centre. Candidates are selected for their exam entries by the subject teachers.  
The centre does not accept external candidates.

#### Late entries

Entry deadlines are communicated to Heads of Departments via email and in written form on entry mark-sheets. Late entries can only be authorised by the Vice-Principal for Curriculum.

#### Re-sits

- GCSE and GCE re-sits will only be progressed when discussed with the Head of Department.
- Candidates are allowed to re-sit AS-level exams in May/June of Year 14.
- All GCSE and GCE re-sit examinations must be paid for by the candidate. It is the responsibility of the Head of Department to collect all relevant monies prior to returning the entry marksheets to the EO.
- Re-sit decisions will be made in consultation with the candidates, their parents, subject teachers and the Head of Department. Heads of Department should make parents aware of resit examination opportunities.
- One resit is only permitted per examined unit of a course.

### 3) Withdrawals

A candidate or parent/carer who wishes to request a subject entry, change of tier or withdrawal must consult with the relevant Head of Department who will liaise with subject teachers and Vice-Principal (Curriculum) as necessary.

The Vice –Principal (Curriculum) must be informed immediately of the intention to withdraw and the relevant withdrawal form completed by the Head of Department.

The Vice-Principal (Curriculum) will seek written consent from the parent and inform the EO when this has been received.

Only when the EO has received communication from the Vice-Principal (Curriculum) will a withdrawal be finalised with the relevant exam board(s).

A final deadline date for withdrawals will be set by the EO and Vice-Principal (Curriculum). Once this date is reached, no further withdrawals will be permitted.

### **Estimated grades**

Heads of Departments will submit estimated grades in accordance with deadlines set by the Examinations Officer. Heads of Department must decide who is completing the Estimated grades within their department and they should communicate with the EO so that account access can be provided for teachers completing estimated grades. The Head of Department will have responsible for overseeing this process.

### **4) Exam Fees**

- Initial registration and entry exam fees are paid by the centre for all level 2 and level 3 courses.
- Late entry or amendment fees are paid by the candidates.

Candidates or departments will not be charged for changes of tier or withdrawals made in accordance with the procedures laid down in this policy and in awarding body guidelines.

Details of exams charges will be communicated to Heads of Department at the start of GCSE and post-16 courses.

- Re-sit fees are applicable as outlined on page 5.
- Candidates must pay the fee for an enquiry about a result.

### **5) Managing invigilators and exam days**

#### **Managing invigilators**

External invigilators will be used for the supervision of all CCEA examinations. They will be paid for by CCEA and all administration carried out by CCEA.

Recruitment of invigilators for CCEA examinations is the responsibility of the HoC and EO.

All invigilators must provide evidence of an Access NI check as per the school safeguarding policy.

#### **Exam days**

The EO and aEO will book all exam rooms after liaison with other users with AMEY FM team and make the question papers, other exam stationery and materials available for the Invigilator Team.

The Invigilation Team will invigilate all exams in accordance with JCQ guidelines.

Prior to the examination, the invigilation team must check all candidates are seating according to the seating plan and complete the attendance register.

The Invigilation Team will be able to establish the identity of all candidates using the photographs provided in the exam folder at the front of each exam room.

Heads of Department must be available in the centre at the start of each exam in their subject. They are permitted to assist with general queries about the exam in question but must not advise on which questions are to be attempted. They or any other teaching staff must not enter the examination room prior to, during or immediately after the examination in their subject.

For practical and listening exams, subject teachers must be available in case of any technical difficulties.



Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Department 24 hours after an examination by the EO or aEO.

Teaching staff are not permitted to invigilate examinations in their subject(s) area. They must not enter the examination room prior to, during or immediately after an examination in their subject.

#### 6) **Candidates, clash candidates and special consideration**

##### **Candidates**

- The centre's normal rules on school uniform and behaviour apply at all times.
- Candidates should read the 'Information for Candidates' notices that will be emailed to them by the EO. These documents will also be available on the school website.
- Mobile phones, iPods, MP3 players, watches etc. must not be brought into an exam room as outlined in the information to candidates documents.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Personal belongings must not be brought into the examination room.
- Disruptive candidates will be dealt with in accordance with JCQ guidelines and school rules.
- Candidates may only leave the exam room in an emergency, in which case a member of staff must accompany them and follow the centre evacuation plan.

##### **Clash candidates**

The EO will be responsible as necessary for dealing with clashes and deal with them in accordance with JCQ guidelines.

##### **Special consideration**

Should a candidate be too ill to sit an exam, suffer bereavement/other trauma or take ill during the exam itself, it is the candidate's responsibility to alert the centre or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example, a letter from the candidate's doctor.

The EO and aEO will then forward a completed special consideration form along with the relevant evidence gained to the appropriate awarding body within seven days of the last exam in that examination series.

#### 7) **Coursework/controlled assessment, appeals against internal assessments and malpractice**

##### **Coursework/controlled assessment**

Candidates who have to prepare portfolios should do so in line with deadlines set down by Heads of Departments.

Heads of Departments will ensure all coursework/controlled assessment is ready for dispatch at the correct time and the EO and aEO will keep a record of what has been sent when and to whom.

Teachers are obliged to inform students of the marks they have been awarded for internally assessed work, after internal standardisation. They should also be informed that these marks may change after moderation by the awarding body.

Marks for all internally assessed work must be provided to the Examinations Officer by the Heads of Departments.

### **Appeals against internal assessments**

The centre is obliged to publish a separate procedure on this subject (**Refer to Appendix A and B**).

The main points are:

- If a parent/carer feels that they have grounds for appeal they should put their concerns in writing to the Head of Centre before using the appeals procedure.
- Appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the mark or grade submitted to the awarding body.
- Candidates may appeal if they feel their coursework/controlled assessment has been assessed unfairly, inconsistently or not, in accordance with the specification for the qualification.
- Appeals should be made as early as possible, and no later than two weeks before the last timetabled examination in the series (e.g. the last GCSE written paper in the June GCSE examination series).
- Appeals must be made in writing by the candidate's parent/carer to the Head of Centre.

### **Malpractice**

The Principal or EO notify an awarding body at the earliest opportunity, by completing the appropriate documentation, of any established, suspected or alleged case of malpractice (which includes maladministration). The centre will follow the guidelines in accordance with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures.

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

### **Results**

Candidates will receive individual results slips on results days in person at the centre.

Arrangements for the school to be open on results days are made by the HoC. The provision of staff on results days is the responsibility of the HoC.

The centre cashes in at the end of Year 13 for AS-level grades and the end of Year 14 for A Level grades.

Candidates who are unable to attend the centre on results day and wish their results to be posted, must provide this in writing prior to their last written examination. Should a candidate wish another person to collect their results on their behalf, they must contact the EO prior to results day. The person collecting the results must bring photographic identification.

### **EARs (Enquiry About Results)**

EARs may be requested by candidates if there are reasonable grounds for believing there has been an error in marking. The cost must be met by the candidate.

### **ATS (Access To Scripts)**

After the release of results, candidates may ask for a copy of the exam script.

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

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

### **Certificates**

Certificates will be distributed in November.



Students who are no longer registered at the centre may collect their certificates from reception. An announcement will be posted on the school website and social media accounts.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so with written consent. In the case of a Year 11/12 student, that written consent MUST come from the parent. In the case of a Year 13/14 student, it may come from the candidate.

The centre retains certificates for one year in line with JCQ requirements and then they are returned to the relevant exam board.

## **9) Access Arrangements**

### **Disability Discrimination Act**

All exam centre staff must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible. This is the responsibility of the HoC, Vice- Principal (Curriculum) and Exams Officer.

The centre also seeks to comply with the Equality Act 2010 by fully supporting those candidates who may have disabilities.

### **Special Educational Needs**

As outlined by JCQ, the centre will ensure that learners will in an accessible format have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs. The process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the examinations/assessments and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments.

A candidate's special needs requirements are determined by the SENCo, Assistant SENCos and educational psychologist/specialist teacher.

The SENCo/ Assistant SENCos will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam.

The SENCo/Assistant SENCos can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

## **Access Arrangements**

A candidate's access arrangements requirement is determined by the SENCo/ Assistant SENCos. Testing will be carried out by the Assistant SENCos who have completed the necessary qualifications as outlined by JCQ.

Making applications for access arrangements for candidates is the responsibility of the Assistant SENCos.

Rooming for access arrangement candidates will be arranged by the EO with the Assistant SENCos.

Invigilation and support for access arrangement candidates will be organised by the EO with the Assistant SENCos.

Further information regarding access arrangements can be found in the access arrangement policy.

## **10) Conduct of Controlled Assessment Tasks**

For all GCSE/GCE specifications with coursework and controlled assessment units, the JCQ instructions for conducting controlled assessments and JCQ instruction for conducting coursework should be followed. These can be found on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk)

## **Outlining staff responsibilities - GCSE controlled assessments**

### **The Examinations Team**

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
  - clashes/problems over the timing or operation of controlled assessments;
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.

### **Heads of department**

- Decide on the awarding body and specification for a particular GCSE, in discussion with the HoC
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.



- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

## Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams officer details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, 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.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

## Exams Officer and Assistant Examinations Officer

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the Principal or Vice-Principal (Curriculum).

## Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.



## **11) Contingency Plan for Examinations**

**<https://www.jcq.org.uk/wp-content/uploads/2022/08/4-5-1-Joint-Contingency-Plan-April-2019.pdf>**

### **Background**

#### **Who the plan is for**

The plan is designed for two audiences:

- staff from awarding organisations delivering examinations
- staff within schools and centres (including head teachers) who are responsible for administering examinations

#### **The purpose of the plan**

The purpose of the joint contingency plan is to ensure there is a consistent and effective response in the event of major disruption to the examination system.

All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions, which have been used on numerous occasions. This joint contingency plan takes these processes and procedures into account and is designed to complement them, not replace them.

#### **The outcomes of the plan**

The overall outcome of the plan is to ensure that the interests of candidates are safeguarded while maintaining the integrity of the examination system and qualification standards.

There are three specific outcomes the plan seeks to achieve:

- delivering assessments to published timetables
- delivering results to published timetables
- complying with regulatory requirements in relation to assessment, marking and standards

#### **Qualifications covered by the plan at Ashfield Girls' High School**

The qualifications covered by the plan include GCSEs (including other Level 2 qualifications such as PDE 2, Essential Skills and Entry Level Qualifications), AS levels, A levels and BTEC Qualifications.

#### **When the plan would be triggered**

The plan would be triggered in the event of a major disruption to the examination system affecting significant numbers of candidates across several awarding organisations. This could include severe weather, widespread illness, travel disruption, fires, logistical problems or system failures.



Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

## **Communications**

All organisations involved in this joint contingency plan are committed to:

- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them, ensuring that any messages to the public are clear and accurate

## **Scenarios**

Specific scenarios are set out in this plan relating to widespread disruption of the examination system where contingency plans would be invoked.

The scenarios are set in sequence, following the way in which an examination would be planned and delivered, from issuing scripts to offering post results services.

Each scenario sets out the following information:

- the type of scenario
- who the scenario affects
- when to implement the plan
- one example of the scenario
- recommended actions for various stakeholders to take
- specific communication – if there is specific communication that should be undertaken with one of the stakeholders
- success criteria – what a successful resolution of the issue would look like
- where to get further information and advice

For the purpose of the scenarios, stakeholders include candidates, teachers, centre staff, parents, carers, awarding organisation staff, courier staff and scanning centre staff.

Please note that centre staff in these scenarios refer to members of staff who are administering examinations and may include head teachers, teachers and administration staff.

## Scenario 1

### Disruption of teaching time – a significant number of centres are closed for an extended period

Type of scenario	Disruption to candidates
Impact on	Teachers, candidates, parents and carers
When to implement the plan	In the event that a significant number of centres are closed, and candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
Example of scenario	Severe flooding closes a significant number of centres in a region
Recommended actions	<p>Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students for examinations as usual</p> <p>It is recommended that centres:</p> <ul style="list-style-type: none"> <li>- have contingency plans in place to facilitate alternative methods of learning, alternative venues or both</li> <li>- prioritise candidates who will be facing examinations shortly</li> <li>- advise candidates, where appropriate, to sit examinations in the next available series</li> </ul>
Specific communication	The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this
Success criteria	Students continue to be taught either through an alternative method of learning or at an alternative venue
Further advice and information	<p>Guidance on emergency planning, with advice on severe weather, is available from the Department for Education</p> <p>There is also statutory guidance on school closures</p> <p><a href="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">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</a></p>

**Scenario 2****Candidates unable to take examinations because of a crisis – centres remain open**

Type of scenario	Disruption to candidates
Impact on	School and college staff, teachers, candidates, parents and carers
When to implement the plan	In the event that candidates are unable to attend examination centres to take examinations as normal.
Example of scenario	A sickness bug means that a number of candidates are not able to attend a centre to take an examination.
Recommended actions	<p>It is recommended that centres:</p> <ul style="list-style-type: none"> <li>- liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations</li> <li>- offer candidates an opportunity to sit any examinations missed at the next available series</li> <li>- apply to awarding organisations for special consideration for candidates where they have met the minimum requirements</li> </ul> <p>Please note: candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply</p>
Specific communication	The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.
Success criteria	Candidates are able to sit examinations with minimum disruption or additional stress to them.
Further advice and information	JCQ's guidance on special consideration and alternative site arrangements can be accessed through the JCQ website.



## **Scenario 3**

### **Disruption in the distribution of examination papers**

Type of scenario	Transport or delivery
Impact on	Awarding organisation staff, teachers, candidates
When to implement the plan	In the event that there is a disruption to the distribution of examination papers to centres in advance of examinations.
Example of scenario	A courier delivers a wrong set of examination papers to a centre.
Recommended actions	It is recommended that awarding organisations: - source alternative couriers for delivery of hard copies - provide centres with electronic access to examination papers via a secure external network - fax examination papers to centres if electronic transfer is not possible. Please note that the examinations officer would need to ensure that copies are received, made and stored under secure conditions
Specific communication	The centre to communicate with awarding organisations to organise alternative delivery of papers.
Success criteria	Students are able to proceed with taking examinations without having to reschedule examinations.
Further advice and information	not applicable

**Scenario 4****Disruption to the transportation of completed examination scripts**

Type of scenario	Transport or delivery
Impact on	Courier staff, centre staff, awarding organisation staff
When to implement the plan	In the event that there is a delay in normal collection arrangements for completed examination scripts
Example of scenario	A courier contacts a centre to report a problem about picking up scripts on time
Recommended actions	It is recommended that centres: - in the first instance, seek advice from awarding organisations and their normal collection agency regarding collection - do not make their own arrangements for transportation without approval from awarding organisations - ensure secure storage of completed examination scripts until collection
Specific communication	The centre to communicate with relevant awarding organisations at the outset to resolve the issue.
Success criteria	Scripts are stored 'securely' in line with JCQ guidance. Scripts are collected and delivered to awarding organisations with the minimum of delay
Further advice and information	JCQ guidance regarding the 'secure storage of scripts' is available on the JCQ website Guidance on the 'Life of a script' is also available on the JCQ website



## **Scenario 5**

### **Centres are unable to open as normal during the examination period**

Type of scenario	Disruption to centre
Impact on	Candidates, teachers, centre staff, parents, carers and awarding organisation staff
When to implement the plan	In the event that centres are unable to open as normal for scheduled examinations.
Example of scenario	A fire at the centre means that it is closed when examinations are due to take place.
Recommended actions	<p>It is recommended that centres:</p> <ul style="list-style-type: none"> <li>- open for examinations and examination candidates only, if possible</li> <li>- use alternative venues in agreement with relevant awarding organisations (eg share facilities with other centres or use other public buildings if possible)</li> <li>- apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see Scenario 3)</li> <li>- offer candidates an opportunity to sit any examinations missed at the next available series, if possible</li> </ul>
Specific communication	A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible
Success criteria	Students are able to take examinations in alternative venues in a timely way
Further advice and information	<p>Centres should cover the impact on examinations as part of their general planning for emergencies</p> <p>The responsibility for deciding whether it is safe for a centre to open lies with the head of centre. The head is responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether they are able to open.</p> <p>DfE guidance on school closures is available on the GOV.UK website</p>

**Scenario 6****Assessment evidence is not available to be marked**

Type of scenario	Marking
Impact on	Candidates, teachers, school and college staff, parents, carers and awarding organisation staff
When to implement the plan	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked
Example of scenario	A fire at the centre destroys completed examination scripts
Recommended actions	It is recommended that: - awarding organisations generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding organisations in consultation with the regulators - candidates retake the assessment that has been affected at a subsequent assessment window, if possible
Specific communication	It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers
Success criteria	Candidate marks are able to be generated (if possible) from existing assessment materials
Further advice and information	To be sought from the relevant awarding organisation

## Scenario 7

### Difficulty in meeting planned schedule or unable to issue results

Type of scenario	Issuing results
Impact on	Awarding organisation staff, candidates, parents and carers
When to implement the plan	In the event that an awarding organisation (including the case of a single awarding organisation) is unable to meet a planned schedule for issuing results, due to a catastrophic process or systems failure
Example of scenario	A process failure delays both the preparation and issuing of results
Recommended actions	<p>If awarding organisations face delays in meeting the planned schedule for issuing results, it is recommended that they:</p> <ul style="list-style-type: none"> <li>- establish priorities for processing results in line with UCAS and Central Applications Office (CAO) deadlines</li> <li>- implement existing contingency plans for disruption to the schedule for issuing results</li> <li>- in consultation with regulators, assess the level of disruption and consider alternative options for issuing results, dependent upon the nature of the issue</li> <li>- in consultation with regulators, liaise with relevant organisations (eg UCAS, CAO) regarding candidate progression to further and higher education</li> </ul>
Specific communication	Awarding organisation(s) to brief schools and colleges about potential delays to issuing results
Success criteria	Deadlines for issuing results to candidates are met
Further advice and information	not applicable



**Scenario 8**

**Awarding organisations unable to issue accurate results**

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers
When to implement the plan	In the event that a catastrophic system error, failure or attack on systems means a significant number of results cannot be validated as accurate, or are issued and found to be inaccurate
Example of scenario	An IT system failure impacts upon the accuracy of results
Recommended actions	It is recommended that awarding organisations: - revalidate results - reissue results, via an alternative format if necessary
Specific communication	Awarding organisations to inform schools, colleges and candidates of any incorrect results Awarding organisations to advise UCAS and CAO about any issues with incorrect results that may impact on their deadlines
Success criteria	Results are revalidated or reissued in a timely way for candidates
Further advice and information	not applicable

**Scenario 9**

**Centres are unable to distribute results as normal**

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers
When to implement the plan	In the event that schools or colleges are unable to access or manage the distribution of results to candidates
Example of scenario	A school or college is closed and therefore candidates are not able to visit to find out their results
Recommended actions	It is recommended that schools and colleges: - make arrangements to access results at an alternative site - share facilities with other schools and colleges if possible
Specific communication	Centres to contact awarding organisations about alternative options
Success criteria	Candidates receive results in a timely way
Further advice and information	not applicable



## **Scenario 10**

### **Awarding organisations are unable to offer post results services**

Type of scenario	Post results services
Impact on	Awarding organisation staff, centre staff, candidates, parents and carers
When to implement the plan	In the event that awarding organisations are not able to provide post results services, with centres and candidates unable to access services such as enquiries about results and appeals
Example of scenario	A systems failure shuts down an awarding organisation's online post results service
Recommended actions	It is recommended that awarding organisations: - make arrangements to provide post results services for centres and candidates through alternative methods (eg paper, Excel spreadsheets, traditional re-marking) - prioritise candidates going through UCAS or CAO
Specific communication	Awarding organisations inform centres and UCAS or CAO about the implications of not providing this service
Success criteria	Candidates are offered a post results service using alternative methods in a timely way
Further advice and information	not applicable



**Scenario 11**  
**Centre unable to complete examination procedures due to IT failure including cyberattack**

Type of scenario	Failure of IT systems – including due to a potential Cyber Attack
Impact on	Awarding organisation staff, centre staff, candidates, parents and carers
When to implement the plan	MIS system failure at final entry deadline MIS system failure during exams preparation MIS system failure at results release time System failure during an online exam Cyber Attack – any point
Example of scenario	A systems failure shuts down an awarding organisation’s online system
Recommended actions	Entries are never left to deadline day. EO sets internal deadline in advance of the exam board deadline day. Exams Team are aware of the key results dates in August. The EO, in consultation with HoC, will make the entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Bodies. At all times during the system failure the EO will liaise with the Awarding Boarding to minimise the disruption. If during an online exam, candidates and parents will be kept informed and an alternative date sought to complete the exam if possible. If not possible, an emergency venue will be sought and special consideration applied for. Any cyber-attack will be reported to C2K, NCSC and RPA. The school will contact local law enforcement and Action Fraud.
Specific communication	Centre to inform all Awarding Organisations of situation. C2K as point of contact.
Success criteria	Examination procedures continue in timely way and deadlines met
Further advice and information	not applicable

## Summary of responsibilities in the event of disruption to examinations

<b>Awarding organisations are responsible for:</b>	<b>Examination centres are responsible for:</b>
Offering advice regarding communication with candidates, parents and carers	Communicating with candidates, parents and carers
	Preparing plans for any disruption to exams as part of general emergency planning
Ensuring centres receive examination materials for scheduled examinations	Preparing candidates for examinations
	Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations
	Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions
	Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open
Advising centres on possible alternative examination arrangements and declining or approving proposals for alternative examination arrangements	Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations
Evaluating and declining or approving requests for special consideration	Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding organisations
	Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers
Marking, moderating and grading candidate work	
Issuing results to centres on scheduled dates	The distribution of examination results to candidates
Advising UCAS and CAO about any delays that may impact on their deadlines	
Making a post results service available	Offering a post results service



## **12) Ensuring Resilience of the Qualifications System**

Examination boards expect that centres put procedures in place to collect evidence of student performance which could be used to help award grades in the unlikely event that a system-wide cancellation of examinations and assessments is invoked; it applies to all Level 2 and Level 3 qualifications.

*The only exemption is vocational qualifications which are wholly non-exam assessment already- and in these subjects the outcomes of units that have already been sat by a student during the course of their study can also be used as evidence for that qualification.*

### **Evidence:**

- The evidence should be gathered as part of the schools normal assessment schedule.
- The evidence should cover a wide range of content for the specification the student is studying – however, students should not be assessed on areas of the specification they have not yet covered.
- **Evidence gathered from timed assessments should reflect the time to complete an exam in that particular unit.**
- The range, style and demand of questions in an assessment should reflect what would normally be found in an examination paper for that subject.
- Questions from past papers can be used in whole or in part.
- **Assessment conditions should mirror normal examination conditions.**
- Reasonable adjustments for any assessments undertaken for the purposes of gathering evidence of student performance must be offered and applied in line with the JCQ Access Arrangements and Reasonable Adjustments, and be the student's normal ways of working.
- Students know that they must make their teacher aware either before or immediately after the assessment of any adverse events or circumstances that they feel may have affected their performance. Evidence should be recorded by the teacher.
- In marking assessments, teachers should use the published relevant mark schemes and guidance where appropriate.

### **Retention of evidence:**

Assessment evidence collected will be retained in either original form or as a copy. Student work will be stored in hard copy. Heads of Department are responsible for storing the hard copy of the assessment evidence.



### **13) Conflict of Interest**

The purpose of this part of the policy is to confirm how Ashfield Girls' High School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

A process is in place to collect any declaration of interest from all centre staff to identify and manage any potential conflicts of interest.

#### Declaration process

The Examinations Officer will email all centre staff, requesting staff to declare any conflicts of interests via MS Forms.

#### Managing conflicts of interest

A conflict of interest log is maintained, and any potential conflict declared by centre staff is centrally recorded on the log. The log is shared with the Head of Centre. The relevant awarding bodies are informed (where required by the nature of the conflict) of specific conflicts of interest/centre staff declarations before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process. The agreed measures/protocols taken to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

The HOC will ensure conflicts of interest are managed according to the JCQ guidelines for implementation of the policy, will ensure that centre staff are aware of the requirement to declare any interest and will ensure that declarations are recorded/logged as potential conflicts of interest.

The EO will follow the procedures as outlined in the JCQ policy and retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later



## Section D - Roles and Responsibilities

### 1) Head of Centre

- Has overall responsibility for the school as an exam centre:
- The Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice to the awarding body
- Ensure the centre adheres to all regulations as stated by JCQ

### 2) Examinations Officer & Assistant Examinations Officer

- To act as a link person between Examination Boards and teachers regarding matters relating to examinations
- Liaise with C2K
- To oversee the enrolment and registration of learners for BTEC courses and inputting additional results manually where relevant
- To assist with the distribution of information from Examination Boards to HODs and other relevant personnel
- Downloading base-data from the Examination Boards and uploading onto school system for each examination season
- Producing 'Mark-sheets' with the correct unit codes for all Departments to complete entries
- Inputting of examination entries and amendments onto C2K system, ensuring that all students, as advised by Heads of Dept/Curriculum Team are entered, and entries / amendments are submitted to the Examination Boards via A2C
- The collection and transmission to Examining Boards of forecast grades, coursework marks and portfolio marks
- To ensure Examination Board entry deadlines are met
- To identify and assist with requests for "Special Consideration"
- To organise supervision for students requiring access arrangements
- To provide information on fees to all Heads of Department so they can administer the collection of monies for resit examinations
- Producing individual Statements of Entry, Examination timetables and Examination Results for distribution to pupils and teachers for all examination seasons
- Identify Examination Clashes
- Arrange supervision for pupils who have examination clashes with external examinations, in line with JCQ guidelines
- To issue examination results
- To ensure that all arrangements in relation to external invigilators are in place
- To assist, if required, with examination supervision and completion of associated documentation
- To oversee the distribution, collection and packaging of Controlled Assessment Tasks/Portfolios
- To set up exam rooms to adhere to JCQ regulations, including the placing of candidate names on tables
- Draw up 'Seating Plans' using the C2K system for each examination and display for pupils
- Apply to Examination Boards for remarks or papers.
- Organise distribution of exam papers to invigilators
- Examination paper collection in chronological order and safe storage
- Organise distribution of exam papers and other documentation when necessary, to LSA for AEN pupils entitled to access arrangements
- Release of materials for practical subjects – eg Science, Languages, Art

- Production of signage and JCQ documentation for pupils and invigilators
- Complete administration for transfer candidates and consortium arrangements
- Ensure 'Instructions for Conducting Examinations' (ICE) regulations are adhered to.
- Organise annual invigilation training for all invigilators.

### 3) **Head of Department**

- Provide guidance and curriculum advice to subject teachers and candidates who are unsure about exam entries or amendments to entries.
- Provides guidance for candidates on enquiries about results.
- Ensures that coursework/controlled assessment in their subject is completed in line with JCQ regulations and school policy.
- Oversees the accurate completion of coursework/controlled assessment mark sheets and declaration sheets in adherence with deadlines set by the EO and aEO.
- Oversees the accurate completion of entry and all other mark sheets in adherence with deadlines set by the EO and aEO.
- Informs the Vice Principal (Curriculum) if a candidate wishes to or is advised to withdraw from their subject. The Head of Department should complete the correct withdrawal form and submit it to the VP.
- Provides all advance examination materials required in their subject, including that for candidates completing re-sits, to the EO and aEO.
- Makes candidates aware of their responsibility to provide any advance materials required in their subject should they decide to re-sit.
- Informs the Vice Principal (Curriculum) and EO if they intend to introduce a new course or change of specification used in their subject. This must be done in the September of the first year of teaching.
- Be available in the school at the start of each exam in their subject. They are permitted to assist with general queries about the exam in question but must not advise on which questions are to be attempted. They must remain outside the examination room.
- Oversee the submission of estimated grades in their subject in accordance with deadlines set by the awarding body and EO.
- Collect all appropriate fees for resits.
- Ensure the EO and aEO are aware if a visit is being made to centre from a member of an examination board
- Safely store hard copies of assessment evidence until grades are awarded for each candidate in an assessment cohort.

### 4) **Head of Careers**

- Provides guidance and careers information for candidates.

### 5) **Teachers**

- Accurate completion of entry and all other mark sheets in adherence with deadlines set by the EO and their Head of Department.
- Report any amendments to the entry details of their class to the relevant Head of Department. This includes requests to withdraw or change a tier of entry.
- Provide guidance and curriculum advice to candidates who are unsure about exam entries or amendments to entries. This should be in liaison with the Head of Department.



- Act on information provided by SENCo and Assistant SENCo regarding the support of those candidates with access arrangements or special requirements in exams.
- Ensure that coursework/controlled assessment is completed in line with JCQ regulations and school policy. Candidates should be informed of the marks that they have been awarded after internal standardisation.
- Subject teachers may not read exam papers or attempt to remove papers from the exam room before the end of a session. Papers will be distributed to Heads of Department after 24 hours as per the JCQ guidelines.

## 6) SENCo and Assistant SENCos

- Works with the Examinations Team to ensure effective administration of access arrangements.
- Works with the Specialist Teacher to identify and test candidates' requirements for access arrangements.
- Works with various agencies to ensure provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help learners achieve their course aims.
- Ensures the applications for access arrangements are completed by the deadlines set by JCQ

## 7) Chief invigilator/invigilators

- Collection of exam papers and other material from the Exams store before the start of the exam.
- Invigilate exams in accordance with JCQ regulations.
- Report to the Examinations Team any issues which arise during an exam period
- Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Store.
- Ensure ICE regulations are adhered to.
- Complete annual invigilation training.

## 8) Candidates

- Confirm their exam entries upon the receipt of their individual examination timetable for each examination series
- Read coursework/controlled assessment regulations and sign a declaration that authenticates the coursework as their own.
- Read JCQ **Instructions to Candidates** which is distributed at the start of an examination cycle.
- Read, understand and comply with all examination regulations, following instructions from the EO, a EO and invigilation team.
- Submit any materials required for an exam in line with deadlines set by the Head of Department.
- In the case of a re-sit it is the candidate's responsibility to provide any materials required for an exam to the Head of Department
- A candidate or parent/carer who wishes to request a subject entry, change of tier or withdrawal must consult with the relevant Head of Year who will liaise with subject teachers, Heads of Departments and the Examinations Team as necessary. If they fail to do so in advance of the exam, they will be expected to pay a fee.



- Inform their subject teacher if they decide to re-sit the coursework component or the practical exam in a subject.
- Inform the EO, aEO or the Invigilator if they are too ill to sit an exam, suffer bereavement/other trauma or take ill during the exam itself.
- Provide the EO or aEO with the appropriate evidence to support a claim for special consideration within five days of the exam.
- Bring correct equipment to each examination as per JCQ guidelines.



## **Section E - Consultation, Communication, Monitoring and Evaluation of the Policy**

The policy will be monitored via a range of methods:

This policy has been developed in consultation with staff and governors.

It is the responsibility of the Board of Governors, in liaison with the HoC, to monitor the effectiveness of the Examinations Policy.

To appropriately monitor the effectiveness of the policy, the Board of Governors shall:

- be updated regularly on any regulation changes, respective of qualifications
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at ensuring there is no centre maladministration or malpractice

### Appendix A: Appeals Against Internal Assessment of Work for External Qualifications

Ashfield Girls' High School is committed to ensuring that whenever it's teaching staff assesses pupils' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by teachers who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The centre is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between 2 or more teachers, internal moderation and standardisation will ensure consistency.

If a pupil feels that this may not have happened in relation to her work, she may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the centre for moderation by the awarding body.

This procedure is available from the exams office.

1. Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (eg the last GCSE written paper in the June GCSE exam series).
2. Appeals should be made in writing by the candidate's parent/guardian to the head of centre, who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCDA.
3. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
4. The outcome of the appeal will be made known to the Head of Department and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. **That is outside the control of Ashfield Girls' and is not covered by this procedure.** If you have concerns about it, please ask the EO for a copy of the appeals procedure of the relevant awarding body.

Where there is a disagreement with a decision by the centre not to support an Enquiry About Results, the candidate can make an appeal on private grounds through the centre. The candidate will be required to pay for the process. The decision for the centre not to make an Enquiry About Results will be reached using the process described above.



## **Appendix B**

### **ACADEMIC APPEALS PROCEDURE**

#### **A Guide for Pupils**

If you are unhappy with your assessment result there are two levels for this procedure, one involving pupils and the school and the second level involving the school and the exam board.

#### **EXTERNALLY ASSESSED RESULTS**

##### **The School's Appeals Procedures**

The school has the opportunity to appeal against decisions relating to external exams and external moderator decisions. Pupils' appeals against external tests will be processed according to the procedure listed below.

##### **Appealing against an exam result issued**

Any pupil wishing to appeal against their exam result must do so through the School's exams office. All communication with the exam board must occur through the School Examinations Officer on behalf of the pupil(s).

There are two different approaches to an appeal – one for external exams and one for internally assessed components.

Options Available from Exam Boards - (price on application)

A simple clerical check by manually re-scoring the Answer Sheet  
or  
A full assessment re-mark by a senior examiner

If the appeal is upheld and the overall grade upgraded the fee will be refunded. Please note that marks can also be downgraded.

All relevant forms are available from the exams office. The time limit for this service is normally 4 weeks after the publication of results. Actual deadline dates are available from the exams office. Forms must be accompanied by:

- name and number of the school
- candidate name and number and date of birth
- syllabus name and number

The result of the appeal will be communicated to the School together with any amended documentation, where appropriate, within two months of receipt.

(The above procedure will not apply to Art & Design endorsed subjects)

#### **INTERNALLY ASSESSED RESULTS**

If the work has not yet been sent to the board the School's internal procedures will apply. If the work has been sent to the Board for moderation, the work will be subject to the board's own procedures.

## **PUPIL APPEALS PROCEDURE FOR INTERNAL ASSESSMENTS**

### **Stage 1      This involves you and your teacher**

If you disagree with the assessment made, you must discuss this with your teacher within one week of receiving your assessment and complete Candidate Appeal Form (Stage 1)

Your teacher will consider your appeal and inform you by:

- A clear explanation of the assessment decision following the reassessment of your work
- Changing the assessment record, if necessary
- You will find out the result of your appeal within one week of it being received by your teacher.
- If you agree with the decision, the appeal will proceed no further.
- If you disagree with the decision, then the Candidate Appeal Form must be completed and the appeal procedure must move to stage 2. You need to complete the Candidate Appeal Form (Stage 2)

### **Stage 2      Subject Head of Department (Internal Moderator)**

Your teacher will give the following information to the Head of Department (HOD) (or if your assessor is the HOD, another teacher from the same subject)

- The original assessment record, your work and any other relevant information
- Your candidate appeal form. Normally within three days of the completion of the Candidate Appeal Form.

A review of the assessment decision will consider the following points:

- Your work and the relevant records
- Your teacher's reasons for your assessment
- Your opinion of your work and the assessment

This review by the HOD and the relevant section of the appeals form showing the decision will be returned to you within 6 working days. *(All appeals forms must be completed before marks are submitted to the Board.)*

If you are still unhappy with the decision, then the appeal will proceed to stage 3.

### **Stage 3      Vice Principal, Curriculum + one Head of Department (other than the one who heard the Stage 2 Appeal)**

These two people will consider your appeal. Photocopies of your work with all identifying marks removed will be considered by this panel. A decision will be returned to your Subject Teacher within three weeks of receiving your appeal and they will inform you of that decision. The decision of the panel is **final** and **binding**. Your appeal form will then be attached to your work and submitted to the external verifier.



**CANDIDATE APPEAL FORM**

**STAGE 1**

Candidate to complete white boxes / Teacher to complete shaded boxes

Candidate Name			
Teacher			
Subject		Level	GCSE / GCE
Head of Dept.			
Date of Assessment		Date of Initial Appeal	
Unit(s) to Appeal			

Please state the reason(s) why you want to appeal

Response from Subject Teacher

Decision

Signature

Date



## CANDIDATE APPEAL FORM

### STAGE 2

Candidate to complete white boxes / Teacher to complete shaded boxes

Candidate			
Teacher			
Subject		Level	GCSE / GCE
Head of Dept.			
Date of Assessment		Date of Initial Appeal	
Unit(s) Appealed			

Reason(s) for not accepting outcome of Stage 1 in Appeals Process	
Candidate's Signature	Date

Teacher's Comments	
Teacher's Signature	Date

Internal Moderator's Decision (HOD)			
Internal Moderator's Signature			
Date appeal sent		Date appeal received	
Date of reply			



# Challenging girls today; creating women of value in the future



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