

Clitheroe Royal Grammar School
Examinations Procedures 2019-20

Purpose of the document

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently. This document will ensure that:

- all aspects of the centre's exam process is documented and other relevant exams-related policies, procedures and plans are signposted
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted in accordance with JCQ and AB (AB) regulations, guidance and instructions, thus ensuring that
- exam candidates understand the exams process and what is expected of them.

This document is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and AB) regulations, instructions and guidance.

This document will be communicated to all relevant centre staff.

A copy is kept on file in the exams office and on the CRGS website
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Roles and responsibilities overview

Head of Centre (HoC)

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught
- Ensures the National Centre Number Register Annual Update is completed and returned by the end of October along with the HoC formal declaration.
- Ensures a named member of staff acts as the Special Educational Needs Co-ordinator (SENDCo)
- Enables the relevant Senior Leaders, Exams Officer (EO) and SENDCo receive appropriate training to facilitate effective delivery of examinations and assessments in compliance with JCQ regulations.
- Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the Exams Officer (EO)
- Ensures security within the examination process is managed according to JCQ and AB regulations, guidance and instructions.
- Taking an ethical approach by working proactively to avoid malpractice and taking reasonable steps to prevent occurrences of malpractice.
- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place.

Exam contingency plan

Appendix 2

- Ensures required internal appeals procedures are in place

Internal appeals procedures

Appendix 3

- Ensures a disability document for exams showing the centre's compliance with relevant legislation is in place

Disability procedures (exams)

Appendix 1

- Ensures a *complaints and appeals procedure* covering general complaints regarding the centre's delivery or administration of a qualification is in place

Complaints and appeals procedure

Appendix 7

- Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

Child protection/safeguarding policy

www.crgsmail.sharepoint

- Ensures the centre has a data protection policy in place

Data protection policy

www.crgsmail.sharepoint

- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments

Access arrangements procedure

Appendix 6

- Ensures staff are only entered for qualifications through the centre as a last resort where entry through another centre is not available
- Ensures the appropriate steps are taken where a candidate being entered for exams is related to a member of centre staff
- Ensures the AB are informed of any Conflict of Interest where a member of staff is taking a qualification or candidate is being taught/prepared by centre staff with a personal connection

- Records of any conflict of interest are maintained and measures taken to mitigate risk to the integrity of qualifications

Exams Officer

- Understands the contents of annually updated JCQ publications.
- Is familiar with the contents of annually updated information from ABs on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the training provided to invigilators for the required period
- Works with SENDCo to ensure invigilators supervising or facilitating access arrangements candidates fully understand their role.
- Ensures ABs are notified before the associated entries are submitted, where a candidate is being taught and prepared for examinations and assessments by a relative or where a relative of exams office staff is being entered for examinations and assessments
- Supports the Head of Centre to inform ABs of any Conflicts of Interest and keeps records to mitigate risks.

Exams Assistant (EA)

- Supports the EO with the duties above from September to October half term and from February half term for the rest of the school year.

Senior Leaders (SLT)

- The Assistant Headteacher is responsible for the line management of the examinations process.
- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications.

Special Educational Needs Co-ordinator (SENDCo)

- Understands the contents of the annually updated JCQ publications.
- Leads on the access arrangements and reasonable adjustments process (referred to in this document as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Head of Learning (HoL)

- Ensures teaching staff undertake key tasks, as detailed in this document, within the exams process cycle and meet internal deadlines set by the EO and SENDCo
- Ensures teaching staff keep themselves updated with AB teacher-specific information to confirm effective delivery of qualifications
- Ensures teaching staff attend relevant AB training and update events

Teaching Staff

- Undertake key tasks, as detailed in this document, within the exams process and meet internal deadlines set by the EO and SENDCo
- Keep updated with AB teacher-specific information to confirm effective delivery of qualifications
- Attend relevant AB training and update events

Invigilators

- Attend training, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

Reception Staff

- Support the EO in dealing with exam-related deliveries and dispatches with due regard to the security of confidential materials

Site Staff

- Support the EO in relevant matters relating to exam rooms and resources

Candidates

- Where applicable in this document, the term 'candidates' refers to candidates and/or their parents/carers.

The Exam Cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

- a) Planning
- b) Entries
- c) Pre-exams
- d) Exam time
- e) Results and Post-Results

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

a) Planning: roles and responsibilities

Information sharing

Head of Centre

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

Exams Officer

- Signposts relevant centre staff to JCQ publications and AB documentation relating to the exams process that has been updated, and information that should be provided to candidates.
- As the centre administrator, approves relevant access rights for centre staff to access AB secure extranet sites

Information gathering

Exams Officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Researches AB guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Collects information on internal exams to enable preparation for and conduct of Y11-13 mocks in line with JCQ regulations.

Head of Learning

- Meets the internal deadline for the return of information
- Informs the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an AB

Access arrangements

Head of Centre

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre
- Ensures a written process is in place to check the qualification(s) of their assessor(s)
- Ensures the SENDCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENDCo

- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed **Personal data consent, Privacy Notice (AAO) and Data Protection confirmations forms** from candidates where required.
- Works with the EO to apply for **approval** through *Access arrangements online* (AAO), where required
- Keeps relevant paperwork and evidence on file for JCQ inspection purposes. If kept electronically, and in the event of an IT failure at the time of inspection is able to be accessed in an alternative format.

- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Provides and annually reviews a centre procedure on the **use of word processors** in exams and assessments
- Works with EO to ensure invigilators/facilitators fully understand their role in the small exam rooms.

Word processor procedure (exams)

Permitted in exceptional circumstances in accordance with our WP procedure (see AA file)

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

Separate invigilation within the centre

Permitted in exceptional circumstances after consultation with KLJ/CSR and the SENDCo.

Senior Leaders, Head of Learning & Teaching Staff

- Support the SENDCo in identifying and implementing appropriate access arrangements
- Senior leaders provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements

Head of Centre

- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate (or parent/carer) to appeal against and request a review of the centre's marking
- Ensures a non-examination assessment procedure is in place for new GCE and GCSE qualifications

Non-examination assessment procedure

Appendix 5

- Ensures irregularities are investigated and any cases of suspected malpractice reported to the AB, as required

Senior Leaders

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to

assess, mark and authenticate candidates' work (including where relevant, private candidates)

- Ensure appropriate internal moderation, standardisation and verification processes are in place

Head of Learning

- Ensures teaching staff delivering remaining legacy GCE unitised AS and A-level qualifications and (which include elements of coursework) or Project qualifications follow JCQ *Instructions for conducting coursework* and the specification provided by the AB
- Ensures teaching staff delivering new GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ *Instructions for conducting non-examination assessments* and the specification provided by the AB
- For other qualifications, ensures teaching staff follow appropriate instructions issued by the AB
- Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the AB

Teaching Staff

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and AB information for candidates on producing work that is internally assessed (coursework, non-examination assessments & social media) prior to assessments taking place
- Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the AB

Exams Officer

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Ensures candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them including providing JCQ annually updated information.

Invigilation

Head of Centre

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher

Exams Officer

- Recruits additional invigilators where required to effectively cover all exam periods/series throughout the academic year

- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides an annual training event for new invigilators and an update event for existing invigilators on the conduct of exams, making them aware of any changes before they are allocated an exam to invigilate. A record of training is kept on file.
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are made aware of the Equality Act 2010 and are trained in disability issues

b) Entries: roles and responsibilities

Estimated entries

Exams Officer

- Requests estimated or early entry information, where this may be required by ABs, from HoLs in a timely manner to ensure AB external deadlines for submission can be met

Estimated entries collection and submission procedure

Estimated entries are submitted based on the numbers of students studying each subject. Estimated entries are submitted via the AB secure sites.

Head of Learning

- Informs the EO immediately of any subsequent changes to information

Final entries

Exams Officer

- Requests final entry information from HoLs in a timely manner to ensure AB external deadlines for submission can be met
- Informs HoLs of subsequent deadlines for making changes to final entry information without charge
- Confirms with HoLs final entry information that has been submitted to ABs
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by ABs

Final entries collection and submission procedure

The EO creates entries in marksheets in SIMS Exams Organiser. These are checked and signed off by the HoL and then submitted via A2C to the ABs.

Head of Learning

- Provides information requested by the EO to the internal deadline
- Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- Checks final entry submission information provided by the EO and confirms information is correct

Entry fees

Candidates/departments will not be charged for changes of tier and/or withdrawals made provided these amendments are made by the AB deadlines.

All initial entry fees are paid by the Centre with the exception of additional qualifications undertaken by students for personal interest.

Late entries

Exams Officer

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets

Head of Learning

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

Re-sit entries

Re-sit fees are paid by the candidates. Re-sit fees include an administration fee at the discretion of the centre.

Re-sit forms are completed by the candidate and submitted with payment by the deadline set by the EO.

Private candidates

Re-sit fees are paid by the private candidates. Re-sit fees include an administration fee at the discretion of the centre.

Re-sit forms are completed by the private candidate and submitted with payment by the deadline set by the EO.

Candidate statements of entry

Exams Officer

- Provides candidates with entry timetables for checking

Candidates

- Notify the EO of any discrepancies

c) Pre-exams: roles and responsibilities

Access arrangements

SENDCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including home educated candidates) and that the candidate is assessed by the centre's appointed assessor

Exams Officer

- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)

Briefing candidates

Exams Officer

- Issues individual exam timetable information to candidates
- Prior to exams issues relevant JCQ information for candidates documents
- Where relevant, issues relevant AB information to candidates
- Issues centre exam information to candidates including information on:
 - exam clashes
 - arriving late for an exam
 - absence or illness during exams
 - what equipment is/is not provided by the centre
 - food and drink in exam rooms
 - wrist watches in exam rooms
 - when and how results will be issued and the staff that will be available

- the post-results services and how the centre deals with requests from candidates
- when and how certificates will be issued

Dispatch of exam scripts

Exams Officer

- Identifies and confirms arrangements for dispatch of exam scripts with DfE 'yellow label service.

Internal assessment and endorsements

Head of Centre

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

SENDCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre assessed marks prior to marks being submitted to ABs

Head of Learning

- Ensures teaching staff assess and authenticate candidates' work to the AB requirements
- Ensures teaching staff assess endorsed components according to AB requirements
- Ensures teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the HoL to be submitted online to the internal deadline
- Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the HoL for despatch to the internal deadline

Exams Officer

- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

Candidates

- Authenticate their work as required by the AB

Invigilation

Exams Officer

- Provides an invigilation handbook and/or trains/updates invigilator annually
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) according to the required ratios
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates

SENDCo

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

JCQ inspection visit

Exams Officer or SLT

- Will accompany the Inspector throughout the visit

SENDCo or SLT

- Will meet with Inspector when requested
- Ensures information is available

Seating and identifying candidates in exam rooms

Exams Officer

- Ensures a procedure is in place to verify candidate identity including private candidates

Verifying candidate identity procedure

Candidates are identified by a member of SLT outside the exam room and/or by invigilators checking candidates against a photo listing provided in the exam room once the exam has started.

Candidates wearing religious clothing e.g. a veil are asked to accompany a member of staff (same sex) to a room where they can comfortably remove their veil for identification purposes.

Private/external candidates must show photographic documentary evidence.

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and AB requirements

Invigilators

- Follow the procedure for verifying candidate identity provided by the EO
- Seat candidates in exam rooms as instructed by the EO on the seating plan

Security of exam materials

Exams Officer

- Has a process in place to record confidential materials delivered to the centre and issued to authorised staff
- Confirms appropriate arrangements are in place to ensure confidential materials are only delivered to those authorised by the head of centre.
- Has in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- Receives, checks and securely stores question papers and other exam materials according to JCQ and AB requirements

Reception Staff

- Follow the process to record confidential materials delivered to the centre and issued to authorised staff

Teaching Staff

- Adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and rooming

Exams Officer

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam clashes (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and AB requirements
- Liaises with the SENDCo regarding rooming of access arrangement candidates

Site Staff

- Liaise with the EO to ensure exam rooms are set up according to JCQ and AB requirements

Alternative site arrangements

Exams Officer

- Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met

- Will inform the JCQ Centre Inspection Service using the JCQ *Alternative Site* form of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Transferred candidate arrangements

Exams Officer

- Liaises with the host or entering centre, as required
- Processes requests to the AB deadline
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements

Internal exams

Exams Officer

- Prepares for the conduct of internal exams under external conditions
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation
- Liaises with SENDCo to make appropriate arrangements

Heads of Learning

- Provide exam papers and materials to the EO
- Support the SENDCo in making appropriate arrangements for access arrangement candidates

d) Exam time: roles and responsibilities

Access arrangements

Exams Officer

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams
 - applies for approval through AAO where required or through the AB where qualifications sit outside the scope of AAO

Candidate absence

Candidate absence procedure

Once it is established that a candidate is absent from an exam, the EO or EA will contact the candidate (where possible) in order to get the candidate into the exam as soon as possible whilst maintaining the security and integrity of the exam.

Invigilators

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

Candidate behaviour

See *Irregularities* below.

Candidate belongings

See *Unauthorised materials* below.

Candidate late arrival

Exams Officer

- Ensures that candidates who arrive very late for an exam are reported to the AB as soon as practically possible after the exam has taken place
- Warns candidates that their script may not be accepted by the AB

Invigilators

- Are informed of the process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log

Candidate late arrival procedure

If a candidate is going to be late, they are advised to phone the school as soon as possible.

At this point they are advised to make their way into school, to the exams office, accompanied by a parent where possible and to not use their mobile phone except in an emergency.

On arrival at school, they complete a Late Arrival Declaration Form and are taken, under supervision to the exam room by a member of the exams office team.

If the candidate is very late, they are forewarned that their paper may not be accepted by the AB.

They are awarded the full time for the exam.

Conducting exams

Head of Centre

- Ensures venues used for conducting exams meet the requirements of JCQ and ABs

Exams Officer

- Ensures exams are conducted according to JCQ and AB instructions

Dispatch of exam scripts

Exams Officer

- Dispatches scripts as instructed by JCQ and ABs
- Keeps appropriate records to track dispatch

Exam papers and materials

Exams Officer

- Organises exam question papers and associated confidential resources in date order in secure storage
- Attaches erratum notices received to relevant exam question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or inbox for updates from ABs
- In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks the time, date and paper details and ensures this additional check is recorded
- Where allowed by the AB, only releases exam papers and materials to teaching departments for teaching and learning purposes after 24 hours of the published finishing time of the exam, or until any clash candidates have completed the exam

Exam rooms

Head of Centre

- Ensures that prior to exams commencing, revision or coaching sessions for candidates will not be held in the designated exam room(s)
- Ensures only authorised centre staff are present in exam rooms
- Ensures information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

Food and drink in exam rooms

Water is permitted in the exam rooms provided it is in a clear bottle with the label removed.

Food is permitted for medical reasons only and with prior permission from the EO.

Exams Officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis
- Ensures invigilators are vigilant and be aware of emerging situations, candidate distress or malpractice and record any incidents
- Ensures invigilators have an appropriate means of summoning assistance
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded.
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure

- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior Leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

Emergency evacuation procedure

Appendix 4

Site Staff

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

Invigilators

- Conduct exams in every exam room as instructed by JCQ ICE and training/update events and briefing sessions

Candidates

- Are required to remain in the exam room for the full duration of the exam and follow invigilator instructions

Irregularities

Head of Centre

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

Senior Leaders

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

Exams Officer

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

Invigilators

- Record any incidents or irregularities on the exam room incident log

Malpractice

See *Irregularities* above.

Special consideration

Exams Officer

- Processes appropriate requests for special consideration to ABs
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to ABs to the external deadline

Special consideration procedure

SLT and HoLs highlight any pastoral issues affecting candidates and notify the EO

HoLs advise candidates to complete a special consideration form obtainable from the exams office and submit with evidence to the EO.

The EO and EA submit applications via the AB online site.

Candidates

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

Unauthorised materials

Arrangements for unauthorised materials taken into the exam room

Unauthorised items are placed at the front of the exam room.

Invigilators

- Are informed of the arrangements through training

Internal exams

Exams Officer

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

Invigilators

- Conduct internal exams as briefed by the EO

e) Results and post-results: roles and responsibilities

Internal assessment

Head of Learning

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

Managing results day(s)

Senior Leaders

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensures senior members of staff are accessible to candidates after the publication of results so that results may be discussed and decisions made on the submission of enquiries and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

Exams Officer

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

Results day programme

Results are issued to candidates at the Sixth Form Centre on the appropriate release days.

If candidates cannot collect their results in person, they must notify the EO in writing detailing who they give permission to collect their results on their behalf.

Alternatively, candidates are permitted to send an SAE to the exams office who will then post out their results.

Results will not be released to anyone other than the candidate without prior written permission.

Site Staff

- Ensure the centre is open and accessible to centre staff and candidates, as required

Accessing results

Head of Centre

- Ensure results are confidential and restricted until official time and day of release

Exams Officer

- Informs candidates in advance of when and how results will be released to them
- Accesses results from ABs under restricted release of results, where this is provided by the AB
- Resolves any missing or incomplete results with ABs
- Issues statements of results to candidates on results day
- Provides summaries of results for relevant centre staff on results day

Post-results services

Head of Centre

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a review of moderation or an appeal
- Understands that in the event of an AB initiating an *extended review of marking*, candidates' marks and subject grades may be lowered, confirmed or raised
- If there are concerns about a subject cohort then requests for reviews should be submitted for all candidates affected after gaining candidate consent.

Exams Officer

- Provides information to candidates (including private candidates) and staff on the services provided by ABs and the fees charged
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to ABs to meet the external deadline
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

Analysis of results

Exams Officer

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the *secondary school and college (key stage 4/16-18) performance tables September checking exercise*

Certificates

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

Issue of certificates procedure

Certificates are issued after their receipt in late October.
A level certificates are issued either at the end of December or in early January.
GCSE certificates are issued at Awards Evening in January.
Candidates sign to confirm receipt of their certificates.
Signed listings are kept indefinitely.

Candidates

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

Retention of certificates procedure

Uncollected certificates are moved to student records after 1 year where they are retained for 7 years. After this time they will be destroyed securely.
A list of destroyed certificates is kept indefinitely.

Review: roles and responsibilities

Exams Officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle

Senior Leaders

- Work with the EO to produce a plan to action any required improvements identified in the review

Retention of records: roles and responsibilities

Exams Officer

- Keeps records as required by JCQ and ABS for the required period
- Provides an exams archiving procedure that identifies information held, retention period and method of disposal

Exams archiving procedure

Appendix 8

Appendix 1

CRGS Disability Document 2019-20

Purpose of the document

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

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

The Equality Act 2010 definition of disability

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

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

Identifying the need for access arrangements

Roles and responsibilities

Head of Centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures a procedure demonstrating the centre's compliance with relevant legislation is in place
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements document*)

Senior Leaders

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Support the SENDCo in determining the need for and implementing access arrangements

Special Educational Needs Co-ordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures that students are assessed by the approved assessor and that evidence of the qualification(s) of the person appointed is held on file.
- Ensures the assessment process is administered in accordance with the regulations
- Leads on the access arrangements process to facilitate access for candidates
- Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams.
- Works with the assessor appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Works with teaching staff, relevant support staff and the EO to ensure centre-delegated and AB approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Provide information to evidence the normal way of working of a candidate
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and AB regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Completes appropriate documentation as required by the regulations of JCQ and the AB

Teaching Staff & Heads of Learning

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

Assessor of candidates with learning difficulties

- Has detailed understanding of the current JCQ publication AA

Exams Officer

- Support the SENDCo in determining the need for and implementing access arrangements
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and AB (AB) regulations and guidance
- Completes appropriate documentation as required by the regulations of JCQ and the AB.

Requesting access arrangements

Roles and responsibilities

Special Educational Needs Co-ordinator (SENDCo)

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

- Follows guidance in AA Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of AA.
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the AB where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, (*Application for access arrangements – Profile of learning difficulties*) where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required prior to approval being sought and that the original form is provided for processing and inspections purposes.
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of AA, are entered into AAO to confirm their status including any professionals working outside the centre.
- Confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted
- Makes an *AB referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Maintains a file for each candidate that will include:
 - completed JCQ/AB application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for those qualifications listed on page 2 of AA (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- Assisted by the SENDCo, applies for approval where this is required, through *Access arrangements online* (AAO), or through the AB where qualifications sit outside the scope of AAO.
- Assisted by the SENDCo, confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted

- Assisted by the SENDCo, makes an *AB referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Assisted by the SENDCo, ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the AB deadline
- Ensures arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print).

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

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

Head of Centre

- Supports the SENDCo, the EO and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Is familiar with the Equality Act 2010 and expected conduct of examinations provided in the current ICE
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues

Special Educational Needs Co-ordinator (SENDCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Is familiar with the Equality Act 2010 and expected conduct of examinations provided in the current ICE
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams Officer

- Is familiar with the Equality Act 2010 and conduct of examinations provided in the current ICE
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Ensures appropriate rooming of access arrangement candidates
- Ensures that invigilators are made aware of the Equality Act 2010
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE 7 & 8.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s) and that a record of training is kept on file until after reviews of results.
- Ensures the facilitator is known by or introduced to the candidate prior to exams and are NOT a relative or close friend.
- If a subject teacher is to be used as a facilitator, then an invigilator must be present.
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the AB published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- Prints pre-populated cover sheets from AAO where this is required
- Ensures candidates with access arrangements are identified on the exam room seating plans.
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the AB where qualifications sit outside the scope of AAO

Other relevant centre staff

- Support the SENDCo and the EO to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

Internal assessments

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

Special Educational Needs Co-ordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and AB approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Teaching Staff

- Support the SENDCo in implementing appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures cover sheets are completed as required by facilitators
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate

Exams Officer

- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate

Internal exams

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

Special Educational Needs Co-ordinator (SENDCo)

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

Teaching Staff

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

Exams Officer

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

Facilitating access - examples

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

Example of candidate need(s)	Arrangements explored	Centre actions
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<i>Papers checked for those testing reading Computer reader/reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>Gathers evidence to support substantial and long term adverse impairment Confirms with candidate how and when they will be prompted Briefs invigilator to monitor candidate and the method of prompting - confirms requirement for separate room)</i>
A wheelchair user	Desk Rooms Facilities	<i>Provides height adjustable desk in exam room Allocates exam room on ground floor near adapted bathroom facilities Spaces desks to allow wheelchair access Seats candidate near exam room door</i>

	Seating arrangements	<i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i>
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Appendix 2

CRGS Exam Contingency Plan 2019-20

Purpose of the plan

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

Alongside internal processes, this plan is informed by the Ofqual Exam system contingency plan: England Wales and Northern Ireland which provides guidance in the publication '*What schools and colleges and other centres should do if exams or other assessments are seriously disrupted*' and the *JCQ Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland*.

This plan also confirms, Clitheroe Royal Grammar School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2019-20) that the centre has in place a written examinations contingency plan which covers all aspects of examinations administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.

Possible causes of disruption to the exam process

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

Criteria for implementation of the plan

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

Planning

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

Entries

- *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- *candidates not being entered with awarding bodies for external exams/assessment*
- *AB entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and AB information for candidates*
- *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

- *exams/assessments not taken under the conditions prescribed by awarding bodies*
- *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*
- *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results

- *access to examination results affecting the distribution of results to candidates*
- *the facilitation of the post-results services*

Centre actions to mitigate the impact of the disruption

- Regular meetings with EO, EA, line manager and Assistant Headteacher to ensure that all processes understood so that colleagues can continue in role.
- In the case of long term absence, SLT (JMK) to arrange a temporary replacement
- Exam schedule detailing month by month activities to be maintained so that tasks to be completed are clear

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

Criteria for implementation of the plan

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

Planning

- *candidates not tested/assessed to identify potential access arrangement requirements*
- *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- *evidence of need and evidence to support normal way of working not collated*

Pre-exams

- *approval for access arrangements not applied for to the AB*
- *centre-delegated arrangements not put in place*
- *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- *staff providing support to access arrangement candidates not allocated and trained*

Exam time

- *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

- Regular meetings with Deputy Headteacher in charge of SENDCo (CSR)
- In the case of long term absence, SLT (JMK) to arrange a temporary replacement
- Teachers to be advised of new point of contact for SENDCo requirements for the period of absence

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

Criteria for implementation of the plan

Key tasks not undertaken including:

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

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

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

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

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

Centre actions to mitigate the impact of the disruption

- Head of Learning for subject to ensure that key tasks are undertaken
- If the Head of Learning is the absent member of staff, SLT to nominate another departmental member of staff to step into the role on a temporary basis
- SLT to provide assistance to department in meeting objectives
- EO to submit entries based on specification information collated and class numbers via SIMS

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

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- To establish requirements for invigilation early in the academic year in order to recruit where necessary
- Arrange a training session as early in the academic year as possible to allow training of invigilators during mock sessions in December and January
- If short of invigilators at peak times, request support staff assistance
- Ensure invigilators notify us of any absence as early on the day as possible. EO or assistant to step in until replacement invigilator arranged

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

Criteria for implementation of the plan

EO unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

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

Centre actions to mitigate the impact of the disruption

- During exam period ensure regular premise checks are made by estates staff to ensure facilities are useable
- If all main venues are unavailable (Sports Hall, Gym, Hall or Lecture Theatre) use classrooms as exam rooms ensuring all regulations are adhered to
- Details of contacts for St Mary's Hall, The Grand and local schools on file for emergency rooming
- Request staff backup to assist with transportations of desks etc.
- Contact AB for assistance
- Put notice on school website and send via Insight new arrangements to students
- Keep students in secure area to maintain security of exam
- Apply for special consideration where appropriate

6. Failure of IT systems

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

Final entry deadline

- contact the ABs to explain the situation and request an extension to the deadline

Exams preparation

- Delay MIS based preparation until system up and running
- Use AB entry lists for seating plans etc

Results release

- Print the results from the AB websites so that students receive their results on time

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

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption

- Ensure emergency evacuation plan in place and known to invigilators in each exam room
- Notify ABs of any issues
- Apply for special consideration where appropriate

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this
- To facilitate alternative methods of learning, alternative venues or both
- Prioritise candidates who will be facing examinations shortly
- Advise candidates, where appropriate, to sit examinations in the next available series

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant ABs

- To offer candidates an opportunity to sit any examinations missed at the next available series
- To apply to ABs for special consideration for candidates where they have met the minimum requirements and provided 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

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

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- To open for examinations and examination candidates only, if possible
- Use alternative venues in agreement with relevant ABs (eg share facilities with other centres or use other public buildings if possible)
- Apply to ABs for special consideration for candidates where they have met the minimum requirements
- Offer candidates an opportunity to sit any examinations missed at the next available series, if possible

11. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- EO to keep a record of exam papers delivered to establish those that are missing
- Contact the AB to request papers to be delivered via an alternative route
- Request electronic access to examination papers via a secure external network
- Request faxed examination papers if electronic transfer is not possible.
- The EO to ensure that copies are received, made and stored under secure conditions

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption

- Seek advice from ABs and their normal collection agency (Parcelforce) regarding collection
- Do not make their own arrangements for transportation without approval from ABs - ensure secure storage of completed examination scripts until collection

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- The EO must liaise with the ABs to ensure that marks are issued to students by
- generating candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the ABs in consultation with the regulators
- Give candidates the opportunity to retake the assessment that has been affected at a subsequent assessment window, if possible
- The head of centre must communicate the situation to students, parents and carers as soon as possible.

14. Centre unable to distribute results as normal or facilitate Post Results Services (including in the event of the centre being unavailable of results day owing to unforeseen emergency)

Criteria for implementation of the plan

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

Centres to contact ABs about alternative options. [JCP scenario 11]

Centre actions

- Contact the ABs to advise of the situation
- Make arrangements to access results at an alternative site
- Share facilities with other schools and colleges if possible
- Ensure that students receive their results on time
- Alternatives for PRS - Contact the ABs to advise of the situation
- Make arrangements to access PRS at an alternative site
- Share facilities with other schools and colleges if possible (This needs to be decided by SLT)

Additional examples of potential issues -

Risk	Early Warning	Control to Prevent	Control to Resolve	Person Responsible
Bad weather or transport problems	Weather report	Possible delay to start of exam.	Delay start, contact AB, isolation of candidates if late and staggered sessions if possible. Special consideration applied.	EO, EA
Students do not turn up for exam		Student timetables issued.	Ring student and assist with transport if possible	EO, EA
Student taken ill during the exam			Invigilator contacts EO immediately. First aider on call. Special consideration applied.	Invigilator, EO, EA, first aider
Students turn up & are not entered for the exam		Heads of Learning make sure that entry checklists are correct.	Find a paper, seat them, amend attendance list and make entry. Charge late entry to department if applicable.	HoLs, EO, EA
Late arrivals	Phone call or just turn up late	Student timetables issued & exam briefing.	Students to report to Exams office immediately. Invigilator to advise exams office of any late arrivals and late arrivals form completed.	Invigilator, EO
Wrong entry made – incorrect paper		Heads of Learning ensure entry checklists are correct	Contact AB for correct paper if necessary. Amend entry.	EO, HoLs
Cheating in the room	Invigilator reports problem	Warning to candidates & exam briefing	Invigilator to contact EO in first instance and SLT on call to deal with matter.	Invigilator, EO, SLT
Disruption in the exam room	Invigilator reports issue	Warning to candidates & exam briefing.	Invigilator to contact EO in first instance and SLT on call to deal with matter.	Invigilator, EO, SLT
Risk	Early Warning	Control to Prevent	Control to Resolve	Person Responsible
System Failure or power cut (exam)			Contact bursar. Stop exam. Maintain security. Special consideration.	Bursar, SLT, EO, EA
Receiving inaccurate or late entry information		HoLs to ensure entry checklists are correct and on time	Charge late fee to department. If recurring problem contact SLT	HoLs, SLT, EO
Curriculum model changes	Government white paper. Information from ABs		Planning and action plan to implement changes. Review of job description.	SLT
AB communications systems fail	Papers do not arrive, on-line systems incorrect or inaccessible, difficult to contact by telephone		Report problem to Ofqual	EO

Appendix 3

Internal Assessment Appeals Procedure 2019-20

Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms Clitheroe Royal Grammar School's compliance with JCQ's *General Regulations for Approved Centres 2019-2020*, section 5.7 that the centre has in place and is available for inspection "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks. A candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."

Certain components of GCSE and GCE & other qualifications that contribute to the final grade of the qualification are internally assessed (marked) by the centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the AB for external moderation.

Deadlines for the submission of marks (summer 2020 exam series)

Date	Qualification	Details
20/03/2020	GCE	WJEC Eduqas Geography Unit 4
31/03/2020	GCE & GCSE	OCR PE
07/05/2020	GCSE	GCSE D & T, Food Prep & Nutrition, MFL, English Spoken
15/05/2020	GCSE	Computer Science & Music
	GCE	Final date for submission of centre assessed marks (AQA, OCR, Pearson and WJEC)
18/05/2020	GCSE	MFL Speaking
31/05/2020	GCE & GCSE	Art & Design & Drama (externally assessed)

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

CRGS ensures that all centre staff follow a robust *Non-examination assessment procedure* (for the management of GCE and GCSE non-examination assessments). This document details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

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

After candidates' work has been internally assessed, it is moderated by the AB to ensure consistency in marking between centres. The moderation process may lead to mark

changes. This process is outside the control of Clitheroe Royal Grammar School and is not covered by this procedure.

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

1. Clitheroe Royal Grammar School will ensure that candidates are informed of their centre assessed marks. Students may request a review of the centre's marking before marks are submitted to the AB.
2. Any request **must** be made formally in writing.

The deadlines for requesting a review of marking are 12 noon on the following dates:

Internal Date	Date	Qualification	Details
16/03/2020	20/03/2020	GCE	WJEC Eduqas Geography Unit 4
18/03/2020	31/03/2020	GCE & GCSE	OCR PE
23/04/2020	07/05/2020	GCSE	GCSE D & T, Food Prep & Nutrition, English Spoken
01/05/2020	15/05/2020	GCSE GCE Inc. EQA	Computer Science & Music Final date for submission of centre assessed marks (AQA, OCR, Pearson and WJEC)
04/05/2020	18/05/2020	GCSE	MFL Speaking
15/05/2020	31/05/2020	GCE & GCSE	Art & Design & Drama (externally assessed)

3. Clitheroe Royal Grammar School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the AB's deadline.
4. Clitheroe Royal Grammar School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
5. Clitheroe Royal Grammar School will instruct the reviewer to ensure that the candidate's mark is **consistent with the standard set by the centre**.
6. The candidate will be informed in writing of the outcome of the review of the centre's marking.
7. The outcome of the review of the centre's marking will be made known to the head of centre. A written record will be kept and made available to the AB upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the AB will be informed immediately.

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

This procedure confirms Clitheroe Royal Grammar School compliance with JCQ's *General Regulations for Approved Centres 2019-2020, section 5.14* that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the Exams Officer.

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results via an exam briefing, in letters to parents/carers and via a student handbook.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, a review of the result may be requested. RoR applications are paid for by the candidate in the first instance. If there is a concern about a cohort result, requests may be submitted by the department (with the candidates' permission) and the fees may be paid by the centre at the discretion of the HoC.

Reviews of Results (RoRs) offers three services.

- Service 1 – clerical re-check
- Service 2 – review of marking
- Service 3 – review of moderation (this service is not available to an individual candidate)

Access to Scripts (ATS)

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning.

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an RoR service 1 or 2 is submitted to the AB as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected **after** the publication of results. Written consent is also required for ATS service.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications *Post-Results Services* and *JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)* will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the AB, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the *JCQ Appeals Booklet*. Candidates or parents/carers are not permitted to make direct representations to an AB.

A request to appeal should be submitted in writing to the centre within 10 calendar days of the notification of the outcome of the EAR. Subject to the head of centre's decision, this will allow the

centre to process the preliminary appeal and submit to the AB within the required 30 calendar days of receiving the outcome of the enquiry about results process. AB fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the AB (fees are available from the Exams Officer). If the appeal is upheld by the AB, this fee will be refunded by the AB and repaid to the appellant by the centre.

Appendix 4

CRGS Emergency Evacuation Document (Exams) 2019-20

Purpose of the document

This document details how the centre deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure

When is an emergency evacuation required?

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

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

Emergency evacuation of an exam room

Roles and responsibilities

Head of Centre

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

Senior Leader

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

Special Educational Needs Co-ordinator (SENDCo)

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

Exams Officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (*Candidate exam handbook*), prior to exams taking place, on what will happen in the event of an emergency in the exam room

- Provides invigilators with a copy of the emergency evacuation procedures for every exam room
- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENDCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the AB and the actions taken through the *special consideration* process where applicable (in cases where a group of candidates have been disadvantaged by a particular event).

Invigilators

- By attending training, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room and records the details on the exam room incident log.
- Confirm with the EO, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

Other relevant centre staff

- Support the senior leader, SENDCo, EO and invigilators in ensuring the safe emergency evacuation of exam rooms

Emergency evacuation procedure

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

Emergency evacuation procedure
Actions to be taken (as detailed in the current JCQ <i>Instructions for conducting examinations chapter18, Emergencies</i>)
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)and evacuate the examination room in line with the instructions given by the appropriate authority. Advise candidates to leave all question papers and scripts in the examination room and close answer booklets.
Evacuate the examination room in line with the instructions given by the appropriate authority
Candidates should leave the room in silence
Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
Make a note of the time of the interruption and how long it lasted.
Allow the candidates the full working time set for the examination.
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken, and send to the relevant AB

Appendix 5

Non-examination Assessment Procedures Document 2019-20

Purpose of the document

The purpose of this document, as defined by JCQ, is to

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*
- *the document will need to cover all types of non-examination assessment*

[NEA – 1]

What are non-examination assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- *task setting;*
- *task taking;*
- *task marking.”*

[NEA – 1]

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

The basic principles

Head of Centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update to confirm awareness of and that staff are adhering to, the latest version of the NEA.
- Ensures that the centre’s *non-examination assessment procedure* is fit for purpose
- Ensures the centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre’s marking.

Senior Leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and AB subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year
- Liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visits.

Head of Learning

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant AB subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)

- Ensures appropriate procedures are followed to internally standardize/verify the marks awarded by subject teachers

Subject Teacher

- Understands and complies with the general instructions as detailed in NEA
- Where these may also be provided by the AB, understands and complies with the AB's specification for conducting non-examination assessments (including endorsements), including any subject-specific instructions, teachers' notes or additional information on the AB's website
- Marks internally assessed work to the criteria provided by the AB
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Exams Officer

- Signposts the annually updated JCQ publication Instructions for conducting non-examination assessment to relevant centre staff
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment
- Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media

Running the NEA

Subject Teacher

- Ensures that the AB instructions are followed in regards to task setting, supervision, advice & feedback, resources, word & time limits, collaboration and group work, authentication and presentation.
- Ensures the security of materials by:
 - Keeping work secure between formal supervision sessions
 - Securely storing work once submitted for final submission
 - Adheres to secure storage instructions as defined in NEA 4.8
 - Taking sensible precautions if work is taken home for marking
 - Stores internally assessed work, including the sample returned after the AB moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
 - Reminding students to keep their own work secure at all times and not to share it on-line, on social media or through any other means
 - Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Conduct of externally assessed work

Subject Teacher

- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams Officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the AB
- Conducts the externally assessed component according to the JCQ publication Instructions for conducting examinations

Submission of work

Subject Teacher

- Provides the attendance register to a Visiting Examiner

Exams Officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the AB's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an AB's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the AB and attaches the examiner address label
- Ensure packages are robust and secure
- Despatches the work to the AB's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of Centre

- Ensure if a teacher teaches his/her own child, a conflict of interest is declared and work submitted for moderation.

Subject Teacher

- Attends AB training as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the AB
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the AB moderation process
- Ensures candidates are informed to the timescale indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the AB

Internal standardisation

Head of Learning

Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc)

- Ensures accurate internal standardisation – for example by
 - Obtaining reference materials at an early stage in the course
 - Holding a preliminary trial marking session prior to marking
 - Carrying out further trial marking at appropriate points during the marking period
 - After most marking has been completed, holds a further meeting to make final adjustments
 - Making final adjustments to marks prior to submission
 - Retaining work and evidence of standardisation

Subject Teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Submission of marks and work for moderation

Head of Learning

- Inputs and submits marks online via the AB secure extranet site, keeping a record of the marks awarded to the external deadline or provides marks to the exams officer to the internal deadline where applicable
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the AB moderator by the external deadline, keeping a record of the work submitted.
- Ensures the moderator is provided with authentication of candidate's work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.
- Submits any supporting documents required by AB or provides these documents to EO for submission

Storage and retention of work after submission of marks

Head of Learning

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for reviews of results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc)

External moderation – the process

Subject teacher

- Ensures that AB/Moderator receives the correct samples of work

- Liaises with AB/Moderator where a moderator is visiting to mark sample work, and complies with any requests for remaining work or further evidence of centre's marking.

External moderation – feedback

HoL

- Checks final moderated marks when issued and checks moderator reports.

Exams Officer

- Signposts moderator reports to relevant staff.
- Takes remedial action, if necessary, where feedback may relate to centre administration.

Access arrangements

Subject Teacher

- Works with the SENDCo to ensure any access arrangements for eligible candidates are applied to assessments

Special Educational Needs Co-ordinator (SENDCo)

- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments* in relation to NEA including reasonable adjustments for GCE A Level Sciences Endorsement of practical skills.
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and AB approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration & Loss of Work

Subject Teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the EO to report loss of work to the AB

Exams Officer

- Where a candidate is eligible, submits an application for special consideration via the AB's secure extranet site to the prescribed timescale

- Where application for special consideration via the AB's secure extranet site is not applicable, submits the required form to the AB to the prescribed timescale
- Keeps required evidence on file to support the application

Malpractice

Head of Centre

- Understands the responsibility to immediately report to the relevant AB any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Subject Teacher

- Is aware of the JCQ *Notice to Centres – Teachers sharing assessment material and candidates' work*
- Ensure candidates understand what constitutes as malpractice, including non-examined assessments.
- Ensures candidates understand the JCQ document *Information for candidates – non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates – Social Media*
- Reports any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Learning and Head of Centre

Exams Officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Review of Results

Head of Centre

- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Head of Learning

- Provides relevant support to subject teachers making decisions about reviews of results

Subject Teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the EO with the original sample or relevant sample of candidates' work that may be required for a review of results to the internal deadline

Exams Officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services (Information and guidance to centres...)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the AB secure extranet site to deadline
- Collects candidate consent where required

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of Centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the AB on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Head of Learning

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/AB instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant AB will be contacted at the beginning of the course
- Undertakes training provided by the AB on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject Teacher

- Ensures all the requirements in relation to the endorsement are known, understood and followed
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)

- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- Follows the AB's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

Exams Officer

- Follows the AB's instructions for the submission of candidates *Pass* or *Not Classified* assessment

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of Centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Head of Learning

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject Teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the AB's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings

Exams Officer

- Follows the AB's instructions for the submission of grades and the storage and submission of recordings

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p><i>Records confirm that relevant centre staff are familiar with and follow:</i></p> <ul style="list-style-type: none"> • <i>The current JCQ publication Instructions for conducting non-examination assessments.</i> • <i>The JCQ document Notice to Centre- Sharing NEA material and candidates' work.</i> 	
Candidate Malpractice	<p><i>Records confirm that candidates are informed and understand they must not:</i></p> <ul style="list-style-type: none"> • <i>Submit work which is not their own</i> • <i>Make available their work to other candidates through any medium</i> • <i>Allow other candidates to have access to their own independently sourced material</i> • <i>Assist other candidates to produce work</i> • <i>Use books, the internet or other sources without acknowledgement or attribution.</i> • <i>Submit work that has been word processed by a third party without acknowledgement</i> • <i>Include inappropriate, offensive or obscene material</i> <p><i>Records confirm that candidates have been made aware of the JCQ documents Information for candidates – non-examination assessment and Information to Candidates – Social Media and understand they must not post their work on social media.</i></p>	
Task setting		
AB set task: IT failure/corruption of task details where set task details accessed from the AB online	<p><i>AB key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>AB contacted to request direct email of task details</i></p>	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access AB training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the AB's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	

Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the AB's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i>	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications AB guidance sought where this issue remains unresolved</i>	
AB set task not issued to candidates on time	<i>AB key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	
The wrong task is given to candidates	<i>Ensures course planning and information taken from the AB's specification confirms the correct task will be issued to candidates AB guidance sought where this issue remains unresolved</i>	
Task taking		
Supervision		
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the AB's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment document</i>	

A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting and during their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work and during the task-taking stage</i>	
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the AB</i>	
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	

Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	
Candidate moves to another centre during the course	<i>AB guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources AB guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, AB guidance is sought and/or a mark of zero is submitted to the AB for the candidate</i>	
Word and time limits		
A candidate is penalised by the AB for exceeding word or time limits	<i>Records confirm the AB specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	
Collaboration and group work		
Candidates have worked in groups where the AB specification states this is not permitted	<i>Records confirm the AB specification has been checked to determine if group work is permitted AB guidance sought where this issue remains unresolved</i>	
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i>	

Candidate plagiarises other material	<p><i>Records confirm that candidates have been issued with the current JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the AB</i></p>	
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	
Subject teacher not available to sign authentication forms	<p><i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i></p>	
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication</i></p> <p><i>Instructions for conducting non-examination assessments</i></p> <p><i>Regular monitoring ensures subject teacher use of appropriate secure storage</i></p>	
Adequate secure storage not available to subject teacher	<p><i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i></p> <p><i>Alternative secure storage sourced where required</i></p>	
Candidates work produced electronically is not securely stored	<p><i>Records confirm subject teachers are aware of and follow current JCQ publication</i></p> <p><i>Instructions for conducting non-examination assessments.</i></p> <p><i>Internal processes and regular monitoring/internal audit by IT manager ensures:</i></p> <ul style="list-style-type: none"> <i>• Access to this material is restricted (insert how)</i> <i>• Appropriate security safeguards are in place (insert names/types of protection)</i> 	

	<ul style="list-style-type: none"> • An effective back up strategy is employed so that an up to date archive of candidates' evidence is maintained (insert how work is to be backed up) • Any sensitive digital media is encrypted (according to awarding body guidance to ensure the method of encryption is suitable) to ensure the security of the data stored within it (insert relevant details of how) 	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<p><i>AB guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i></p> <p><i>If not, eligibility for special consideration is explored and a request submitted to the AB where appropriate</i></p>	
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	
Task marking – internally assessed components		
A candidate submits little or no work	<p><i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the AB</i></p> <p><i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the AB</i></p>	
The work of a candidate is lost or damaged	<i>EO refers to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	
Candidate malpractice is discovered	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i></p> <p><i>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p>	
A teacher marks the work of his/her own child	<p><i>A conflict of interest is declared by informing the AB that a teacher is teaching his/her own child at the start of the course</i></p> <p><i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i></p>	
An extension to the deadline for submission of marks is required for a legitimate reason	<i>AB is contacted to determine if an extension can be granted</i>	

	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	
After submission of marks, it is discovered that the wrong task was given to candidates	<i>AB is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the AB Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the AB's moderation process Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the AB</i>	

Appendix 6

CRGS Access Arrangements and Reasonable Adjustments Document 2019-20

Purpose of the document

The purpose of this document is to confirm that Clitheroe Royal Grammar School complies with its “...obligation to identify the need for, request and implement access arrangements...”

[JCQ General Regulations for Approved Centres, 5.5]

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

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

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

Disability procedures (exams)

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

Please see Appendix 1.

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

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. Evidence of the assessor(s) relevant qualification is checked prior to appointment as required by JCQ regulations in AA 7.3.

The qualification(s) of the current assessor(s)

Sara Graham - PATOSS (The Professional Association of Teachers of Students with Specific Learning Difficulties - Certificate Number: 500001997-IF6656.

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

The assessor's certificate is checked annually and a copy kept on file in the SENDCo's room. The assessment process is overseen by the SENDCo who arranges for the students to be assessed by the assessor and then collates all relevant paperwork and evidence to support the arrangements provided.

How the assessment process is administered

The assessment process is overseen by the SENDCo.

The SENDCo liaises with teaching staff where students are considered to be in need of learning skills assessment. The SENDCo then arranges for the students to be assessed by the assessor and collates all relevant paperwork and evidence to support the arrangements provided. An application is made via AAO for the required access arrangement and provision is made during the exam sessions (both internally and externally assessed).

The same principle is applied to private candidates (who have previously attended CRGS). A record of prior arrangements is kept and additional evidence requested where required.

Recording evidence of need

The SENDCo use a Form 8 to record assessment data and assessor's signature, or medical evidence where relevant as the basis of evidence for the candidate's needs. The same principle is applied to private candidates, using previous historical evidence but adding up to date medical evidence where relevant.

Gathering evidence to demonstrate *normal way of working*

The SENDCo also obtains teacher feedback and retains copies of internally assessed work from various sources (see below) to keep as evidence thus providing a history of need.

- *in the classroom (where appropriate);*
- *in internal school tests/examinations;*
- *mock examinations.*

Processing access arrangements

Arrangements requiring AB approval

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

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

The SENDCo and EO liaise to create a consolidated list of students requiring access arrangements based on medical issues or learning disabilities. Where AB approval is required for specific arrangements the SENDCo and EO input the information collaboratively via the online secure site. The SENDCo keeps on file all essential information relating to the arrangements offered including the candidate's approved application, evidence of need and a signed data protection notice.

Centre-delegated access arrangements

For access arrangements that are centre-delegated, they are authorised by SLT, then evidence is collected to support the application.

Centre-specific criteria for particular access arrangements

Word processor procedure (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and their normal way of working. It is not offered simply because this is the candidate's preferred way of working within the centre. The grammar and spell check facility is disabled.

Please refer to the WP document which is kept by the SENDCo and EO.

Overview

Our school values good handwriting and we set high standards regarding presentation of work; we expect that most students will handwrite in examinations. However, there are exceptional circumstances, as identified by the school, where students may benefit from using a word processor and in these cases the school will allow the use of a word processor for use in class, for homework and for internal and external, public examinations.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENDCo. The candidate's difficulties must be established within the centre and known to SLT.

The SENDCo and member of SLT will authorise for an exam candidate to have separate invigilation based on previous history of need and on a case by case basis.

Appendix 7

Complaints and Appeals Procedure Document (exams) 2019-20

Purpose of the document

This document confirms Clitheroe Royal Grammar School's compliance with JCQ's *General Regulations for Approved Centres 2019-2020*, section 5.8 that the centre has in place "...a written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification."

Grounds for complaint

A candidate (or his/her/parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning, for example
 - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
 - Teacher lacking knowledge of new specification/incorrect core content studied/taught
 - Core content not adequately covered
 - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the AB not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/AB instructions
 - The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the AB (complainant should refer to the centre's *internal appeals procedure*)
 - Centre fails to adhere to its *internal appeals procedure*
 - Candidate not informed of his/her centre assessed marks prior to marks being submitted to the AB
 - Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the AB
 - Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks

Access arrangements

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Approved access arrangement(s) not put in place at the time of an exam/assessment

- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Online system failed during (online) exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
 - Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
 - Candidate (or parent/carer) unhappy with a result (complainant to refer via Exams Officer to AB *post-results services*)
 - Candidate (or parent/carer) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal (complainant to refer via [insert who] to the centre's *internal appeals procedure*)
 - Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
 - Centre missed AB deadline to apply for a post-results service
 - Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Complaints and appeals procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Clitheroe Royal Grammar School

encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the head of centre.

If a complaint fails to be resolved informally the candidate (or his/her parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- A complaint should be submitted in writing and returned to the Exams Officer
- A complaint will be acknowledged within 3 calendar days

How a formal complaint is investigated

- The head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion
- The findings and conclusion will be provided to the complainant within 2 working weeks

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted in writing by again completing a complaints and appeals form
- Forms received will be logged by the centre and acknowledged within 3 calendar days
- The appeal will be referred to the Chair of Governors
- The Chair of Governors will inform the appellant of the final conclusion in due course

Appendix 8

Exams Archiving Procedure Document 2019-20

Purpose of the document

The purpose of this document is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management procedure

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENDCo as records owner at end of the candidate's final exam series.	
Attendance register copies		Signed seating plans, invigilation arrangements and the centre's copies of attendance registers are to be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential waste/shredding
AB administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	
Candidates' work	Non-exam assessment work (inc. controlled assessment, coursework, portfolios) returned to the centre after AB moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely with work that did not form part of the moderation sample until after the deadline for RoRs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	Returned to candidates or safe disposal
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. Uncollected certificates are moved to student records after 1 year where they are retained for 7 years. After this time they will be destroyed securely. A list of destroyed certificates is kept indefinitely.	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 7 years from the date of certificate destruction.	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Certificate issue information	A record of certificates that have been issued to candidates.	To be retained indefinitely	
Confidential materials delivery logs	A log recording confidential materials delivered by AB to the centre and issued to authorised staff.	To be retained indefinitely	
Confidential materials receipt, secure movement, and secure storage logs	A log to track receipt, checking, secure movement and secure storage of confidential exam materials.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	
Conflicts of Interest records	Records demonstrating the management of Conflicts of Interest.	<i>...The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference GR 5]</i>	
Dispatch logs	Proof of dispatch of exam script packages to AB examiners covered by the <u>DfE (Standards & Testing Agency) yellow label service</u>	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	
Entry information	Any hard copy information relating to candidates' entries.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	To be confidentially disposed of - shredding
Exam question papers	Question papers for timetabled written exams.	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam.	

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		Instructions issued by an AB relating to the use of question papers for vocational qualifications after the exam has taken place are followed.	
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Exam stationery	AB exam stationary provided solely for the purpose of external exams	Unused stationary to be returned to secure storage and not used for internal exams. When AB or JCQ common stationery is considered surplus or out-of-date it will be disposed of in a confidential manner.	Confidential disposal
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
Invigilation arrangements	See <i>Exam room checklists</i>		
Invigilator/facilitator training records		<p><i>A record of the content of the training given to invigilators must be available for inspection and retained on file until the deadline for reviews or appeals or other enquiries have been completed, whichever is later.</i></p> <p><i>A record of the content of the training given to invigilators and those facilitating access arrangements for a candidate under examination conditions must be available for inspection and retained on file until the</i></p>	

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		<i>deadline for reviews or appeals or other enquiries have been completed, whichever is later.</i> [Reference ICE 12,13]	
Moderator reports		To be immediately provided to head of department as records owner.	
Overnight supervision information	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an RoR or ATS request to be submitted to an AB	RoR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential disposal
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an AB for a candidate and outcome information from the AB.	RoR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential disposal
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the AB/copies downloaded by the centre where the AB provides online access to scripts.	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required.	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.	Electronic version to be retained for at least 1 year.	
Private candidate information	Any hard copy information relating to private candidates' entries.	Information to be kept for at least 1 year.	Confidential disposal
Proof of postage – candidates' work	Proof of postage of sample of candidates' work submitted to AB moderators.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	
Resolving timetable clashes information	Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers or a timetable variation.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.]	Confidential disposal
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an AB for a candidate.	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results.	Confidential disposal
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected or actual malpractice	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	investigation/report submitted to an AB and outcome information from the AB.		
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an AB for a candidate.	To be retained until the transfer arrangements are confirmed by the AB.	Confidential disposal
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an AB for a candidate and outcome information from the AB.	To be retained until after the deadline for RoRs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal

Appendix 9

Special Consideration Procedure Document 2019-20

Purpose of the document

The purpose of this document is to identify roles and responsibilities in the special consideration process and confirms that Clitheroe Royal Grammar School will “*submit any applications for special consideration where candidates meet the published criteria.*”

[JCQ General regulations for approved centres section 5.10]

Eligibility for special consideration

Roles and responsibilities

Head of Centre

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication Special Consideration (SC)
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

Exams Officer

- Understands the criteria as detailed in SC to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies

Senior Tutors and/or SENDCo

- Provide any appropriate evidence or information that may be required to determine a candidate’s eligibility for special consideration.

Candidates (or parents/carers)

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

Applying for special consideration

Where eligible, special consideration will be applied for in a specific exam series. For example:

1. Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
 - the candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for the candidate to take the exam in the best possible conditions
 - a judgement will be made on how the candidate’s situation or disposition affected performance in the exam
 - where appropriate and where eligible, special consideration will be applied for
2. Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration will be applied for on behalf of all candidates.

3. Where a candidate takes multiple exams (three or more exams) timetabled for the same day and the total duration for those papers is more than 6 hours for GCE exams (AS, A2, A-level) or more than 5 hours 30 minutes for GCSE exams including *any approved extra time but not any time taken for supervised rest breaks*, special consideration for an allowance on last paper taken will be applied for.
4. Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration will be applied for if the exam missed is in the terminal series and the *minimum requirements for enhanced grading in cases of acceptable absence* can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration will not be applied for

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in [SC 5](#) and applied for where eligible. This might include, for example:

- other certification
- a short extension to controlled assessment/coursework/non-examination assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
- lost or damaged work
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment or non-examination assessment assignment

Processing applications for special consideration

Roles and responsibilities

Head of Centre

- Ensures where a candidate may be a member of the family (which includes stepfamily, foster family and similar close relationships) of the exams officer, the application will be authorised by an alternative member of centre staff

SLT

- Produce/provide signed evidence in support of an application where this may be requested by an AB.

Exams Officer

- Ensures applications will be processed as required by the awarding bodies
- Keeps and provides (where requested by the AB) evidence to support applications on file until after the publication of results
- Meets the required deadline(s) for submitting applications

Senior Tutors and/or SENDCo

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers)

- Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration

Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant AB following the published processes in SC.

To apply for special consideration the candidate concerned must complete a Special Consideration form obtainable from the exams office. This must be completed and returned within three days of the exam affected and must be accompanied by specific written evidence to support the application.

Evidence to support applications will be kept on file until after the publication of results.

Timetabled written exams

- For GCE and GCSE qualifications, applications for individual candidates will be submitted online by logging into the relevant AB secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams *where a candidate is present but disadvantaged* and a separate application for each day *where a candidate is absent from an examination for an acceptable reason* detailed in SC 6 will be followed
- For other qualifications, applications are submitted online where the AB's secure system accepts these
- The paper form 10 JCQ/SC *Application for special consideration* will only be completed and submitted to the AB where the online system does not accept applications for a particular qualification
- For groups of candidates, applications will be made online where the AB's secure system accepts group applications or form 10 will be completed
- The paper form 14 JCQ/ME *Self certification for candidates who have missed an examination* will only be completed by a candidate where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the AB's secure system accepts them or form 10 will be completed and submitted to the AB
- Where a short extension to a deadline is being requested an application will be submitted online or by direct email, dependent on the AB
- Where an application relates to a shortfall in work, this will be submitted online or by completing form 10, dependent on the AB
- Where an application relates to lost or damaged work, this will be submitted online or by completing form 15 JCQ/LCW *Notification of lost centre assessed work*, dependent on the AB

Private candidates

- Any private candidate entered by the centre must liaise with the exams officer (not the AB) regarding any application for special consideration

Late applications

If, after the publication of results for a particular exam series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an AB in the most exceptional circumstances and where a member of the SLT is able to produce evidence to support a late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

Date of last review	December 2019
Date of approval by SLT (in principle)	April 2020
Date of next review	November 2020