The Westminster School

Exams Policy 2017/2018

Safe Happy and Learning Together

Building foundations and providing opportunities to create confident, aspirational and independent members of our community.

Approved by Governing Body on:	15/02/18
Signed by Chair of Governors:	*Ken Oho*
Head Teacher:	C Hill BEd NPQH
Lead Personnel:	L Goodby
Date of Review:	15/02/21

Contents

Exams Policy

The purpose of this exams policy is to ensure the planning and management of exams at The Westminster School is conducted efficiently and in the best interests of candidates; and to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

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

The exams policy will be reviewed every year.

The exams policy will be reviewed by the Exams Officer and Assistant Head Teacher. The policy will go under consultation with all staff before being approved by the Governing Body.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam Responsibilities

The Head of Centre (Head Teacher):

- Has overall responsibility for the school as an exams centre and advises on appeals and re-marks.
- Will support all staff involved in examinations to ensure clear systems are followed and adhered to.
- Is responsible for reporting all suspected or actual incidents of malpractice.
- Will share a malpractice policy will all staff. (this may be included in exam board specifications or staff handbooks, for example BTEC Staff Handbook)

The Exams Officer:

- Manages the administration of internal exams and external exams including controlled assessments / entry level testing.
- Advises the senior leadership team (SLT), subject leaders and teachers, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- Ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- Checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.

- Maintains systems and processes to support the timely entry of candidates for their exams.
- Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- Administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges in liaison with the finance department.
- Ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- Tracks, dispatches, and stores returned coursework / controlled assessments.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.
- Considers the needs of the pupils when organising examinations.

Heads of Department are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- Accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- Decisions on post-results procedures.
- Arranging appropriate moderation opportunities to ensure all the above are complete (internal and external).

Teachers are responsible for:

- Supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer.
- Raising any concerns over pupils who may struggle to sit formal examinations.
- Providing the SENCo with sufficient evidence to substantiate the candidates 'normal way of working' and support the application for access arrangements.

The **Special Educational Needs Coordinator (SENCO) / Assistant Head Teacher are** responsible for:

- Identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- Process any necessary applications in order to gain approval (if required).
- Work with the exams officer to provide the access arrangements required by candidates in exams rooms.

- Work with external agencies if appropriate.
- Will liaise with alternative providers when entering pupils i.e. colleges, Envirohort etc.

Lead invigilator/invigilators are responsible for:

- Assisting the exams officer in the efficient running of exams according to JCQ regulations.
- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- Ensuring they conduct themselves in all exams according to the JCQ regulations.

Contingency Planning

If one or more key figures in the Exam Cycle are absent the School must refer to its "Exam Contingency Plan". This details who would cover each role in the event of a long term absence.

The Exam Contingency Plan also details the key task to be undertaken, this ensures the smooth administration of the Exam Cycle at the Westminster School.

The **Exam Contingency Plan** is located in the finance Office in the "Exam Support" Folder. It is also attached to this policy, please see Appendix 1.

Qualifications

The Qualifications offered at the Westminster School are decided by middle managers in liaison with the senior leadership team and the Head Teacher.

The types of qualifications offered are:

- GCSE
- Entry Level
- BTEC Foundation Learning
- Functional Skills
- ASDAN Awards
- Open College Network West Midlands Accreditations

The subjects offered for these qualifications in any academic year can be found in the Centres published prospectus and on the website www.thewestminsterschool.co.uk. If there is to be a change of specification for the next year, the exams officer must be informed by 1st October of that academic year.

Informing the exams officer of changes to a specification is the responsibility of the Assistant Head Teacher 14-19/Middle Manager.

Decisions on whether a candidate should be entered for a particular subject will be taken by Middle Managers in consultation with the SLT.

Exam Series

Exam Series refers to the Time of year in which a set of exams is run. Internal Exams I.e. Mock exams and assessments are scheduled in December and March of each academic year. External exams and assessments are scheduled in the summer term in line with dates set by the examination boards. Internal exams are held under external exam conditions. The Middle Managers decide which exam series are used in the centre. The centre does not offer some assessments on an on-demand basis.

Entries and Late Entries

Candidates or parents/carers cannot request a subject entry, change of level or withdrawal. The school does not accept entries from private candidates.

The centre does not act as an exams centre for other organisations unless under exceptional circumstances. The final decision for this will come from the Head Teacher.

Entry deadlines are circulated to Middle Managers via Email, Briefing meetings, internal post/pigeon hole. They are also published on the school calendar. Middle Managers provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines. Once these entries have been decided, Middle Managers or SLT (where appropriate) must sign these off.

Entries and amendments made after an awarding organisations deadline (i.e. late) require authorisation, in writing, from SLT.

GCSE re-sits/retakes are not allowed. Functional skills retakes are allowed. Re-sit decisions will be made by Middle Managers in consultation with SLT.

Exam Fees

Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance for each exams series through email.

GCSE entry exam fees are paid by the centre. Functional skills entry exam fees are paid by the centre. Late entry or amendment fees are paid by the centre. Any late entries must be approved by a member of SLT.

Fee reimbursements are not sought from candidates:

- if they fail to sit an exam;
- if they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation. The centre will comply with the legislation, including making reasonable adjustments to the service that that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the SLT and exams officer.

Disability Policy in relation to Exams

A person has a disability if they have a physical or mental impairment that has substantial or long term adverse effects on their ability to carry out every day activities (Equality Act 2010).

At The Westminster School we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010. The Disability Policy in relation to Exams aims to ensure that every student who has additional needs will be supported through every examination series.

To ensure we meet our commitments we follow the following statements:

- All exam rooms are accessible. Chairs are available outside the exam room when queuing.
- There is an appropriate toiler near or in all of these areas.
- Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination series.
- All areas have had internal risk assessments carried out.
- If any candidates need to take regular medication, invigilators will make this possible. The Exams Officer and Team Leader should be notified if there are any exceptional health issues.
- Any specialised equipment will be provided and an appropriate examination area selected.
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate

- The Invigilators are primarily internal staff however, if any external invigilators are recruited, they will follow the normal School Policy with regards to disabled applicants.
- As our staff are internal, they will have attended all appropriate training sessions. If we use external staff for invigilation, they will receive group training including disability issues or will work alongside an experience internal invigilator.
- The SENCo will make the Exams Officer aware of any issues concerning individuals in the main exam rooms.
- The SENCo and Exam Officer will take the lead in making access applications based on their close knowledge of the needs of students under their care.
- Any complaints made by candidates should be directed in the first instance to the Exams Officer who will initiate an enquiry.

Access Arrangements

As an SEN school, all of our pupils will have a statement and so will need access arrangements in place to complete exams/assessments. These will be organised by the exams officer and SENCo. Ensuring there is appropriate evidence for a candidate's access arrangements; and submitting the applications is the responsibility of the exams officer. As an SEN school, most of our pupils will need a reader and/or scribe in the examinations. Therefore, seating plans and rooms will need to be chosen accordingly by the exams officer in liaison with the Assistant Head Teacher 14-19 and Assistant Head teacher SENCO.

Invigilation and Support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the exams officer and Team Leader for Learning Support.

Allocation of Word Processors in Exams

This section details how The Westminster School managers and administers the sue of Word Processors (Including laptops and tables) in examination and assessments.

Principles for using a Word Processor.

The Westminster School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

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

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

The use of a word processor

The Westminster School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

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

(AA 5.8.2)

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

(AA 5.8.3)

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

(AA 5.8.4)

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

Word processors and their programmes

The Westminster School complies with ICE 8.8 *Word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own

- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

The Westminster School further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- Pupils will be provided with a Laptop to use in the examination if applicable.

Invigilation arrangements relating to the use of word processors include the following:

- Depending on the number of pupils sitting an exam, if a word processor is to be used the candidate may be scheduled to sit the exam in a separate exam room.

The criteria The Westminster School uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.

Identifying Candidates

Invigilators must establish the identity of all candidates sitting examinations. As The Westminster School does not accept private candidates, all candidates sitting an exam will be current pupils at the school.

Each candidate will have a Photographic Exam ID Card placed on their desk when the Exam Room is being set up, this will also follow the designated seating plan. The Exam ID cards will be created by the Exams Officer and be provided to the invigilators in advance of the exam.

Before the exam, the invigilator will check each Exam ID against the Candidate seated at the desk, this will also help ensure candidates are in the correct seat before the examination.

If the invigilator has any issues identifying a candidate, they must contact the Exams Officer at the first instance.

Estimated Grades

Head of departments are responsible for submitting estimated grades to the exams officer when requested by the exams officer.

Recognition of Prior Learning

Recognition of prior learning is

'method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding the skills they already possess and so do not need to develop through a course of learning'

At The Westminster School we recognise the importance of the assessors understanding of the capabilities of our students. We are a relatively small school at it is highly likely that our staff will have a good understanding of the student's capabilities, even if they are about to embark on a completely new course. Through the induction phase of courses staff know well in advance which students have selected their courses. From this they are encouraged to raise any concerns about the capabilities of a student on a particular course. This is then discussed with either a TLR or senior management if appropriate. The needs of the student are considered and support is identified. The student will then start the course and there will be a four-week period where suitability is again considered. Only in exceptional circumstances will a student not be considered for a course, for example health and safety grounds.

It is very likely that teachers will teach students in their previous key stage therefore teachers and assessors are encouraged to share exit routes and courses that are appropriate for them further up the school.

Staff are encouraged to instigate early verification for a student they have concerns about once they have started the course. This may include moderation within a department or reassurance from a line manager or a member of the senior leadership team.

Managing Invigilators

External staff will not be used to invigilate examinations. Internal staff will invigilate all exams, and also work as a reader and/or scribes for candidates if necessary. As the centres use internal staff, DBS Clearance is not an issue.

The Exams Officer will ensure that Invigilators are provided with a timetable well in advance of exams detailing what exams they are to attend as well as the role they will be undertaking. The Exams Officer will also be responsible for ensuring Invigilators are appropriately trained before undertaking any exam duties.

Malpractice

The head of centre in consultation with exams officer, SLT are responsible for investigating suspected malpractice. Please refer to the Malpractice Policy.

Exam Days

The exams officer will book all exam rooms after liaison with other users and make the question papers, Photo Exam ID Cards, other exam stationery and materials available for the invigilator. Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements at least 3 weeks in advance via email.

The main invigilator/SLT will start and finish all exams in accordance with JCQ guidelines.

The main invigilator will ensure that all candidates have been identified in accordance with the process detailed earlier in this policy.

Subject staff are not to be present at the start of the exam. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do. All invigilators must sign in and out during the exam process. In practical exams and controlled assessments, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations and no later than 3 hours after candidates have completed them. After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

Emergency Evacuation within an Exam

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.

Roles and responsibilities

Head of centre

• Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation

Senior leader

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

Special educational needs coordinator (SENCo)

• Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate

• Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

Exams officer

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

• Ensures candidates are briefed (Candidate exam handbook), prior to exams taking place, on what will happen in the event of an emergency in the exam room

• Provides invigilators with a copy of the emergency evacuation 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 SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate

• Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate

• Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process

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

• Confirm with the exams officer, 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, SENCo, exams officer 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.

Actions to be taken

(as detailed in the current JCQ Instructions for conducting examinations section18, Emergencies)

1. Stop the candidates from writing

2. Complete the attendance register (in order to ensure all candidates are present)

3. Advise candidates to leave all question papers and scripts in the examination room and there is to be no discussion about the examination, this could lead to your exam paper becoming Void.

4. Evacuate the examination room in a quiet and orderly fashion using the nearest Sign Posted Fire Exit. Pupils are to make their way to the MUGA (Multi-use Gym Area)

5. 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

6. When candidates arrive at the MUGA, they are not to be registered in their class groups but to be kept in their Exam Group. This is to ensure the candidates do not have any communication with their peers.

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

8. If it is a false alarm, Pupils are to be escorted back to the exam room once the all clear has been given ensuing pupils do not discuss the examination.

9. Allow the candidates the full working time set for the examination.

10. 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

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

Candidates

The Exams Officer will provide written information to candidates in advance of each exam series. The centres published rules on acceptable dress and behaviour apply at all times, in line with the school policy. Candidates personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list, or the specification for that subject. This is particularly true of mobile phones and other internet/electronic devices or storage devices with text or digital facilities.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the SLT. Strategies identified in behaviour support plans may be appropriate to support candidates leading up to an exam.

Note: Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times. The exams officer is responsible for handling late or absent candidates on exam day. This is dealt in accordance with JCQ guidelines.

Exam Clash Candidates

The team leader for learning support will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Special Consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's exams officer. The candidate must support any special consideration claim with appropriate evidence within 3 days of the exam. The exams officer will make a special consideration application to the relevant awarding body within 2 days of the exam.

Internal Assessment

It is the duty of Middle Managers to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the exams office by the Middle Managers. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

The centre follows the JCQ guidelines in regards to controlled assessments. It is the responsibility of the centre to keep live controlled assessments and candidates' work secure at all times. The Middle Managers/subject leaders will ensure that work is kept confidential whilst it is in their possession.

All internal entry level tests must be calendared and a timetable to be submitted to the exams officer and SLT (Assistant Head Teacher 14-19). These papers must be signed out (with the exams officer) on collection and signed in on completion. This must be completed on the same day of the test. (see appendix for Copy of template). candidate's responsibility to alert the centre's exams officer. The candidate must support any special consideration claim with appropriate evidence within 3 days of the exam. The exams officer will make a special consideration application to the relevant awarding body within 2 days of the exam.

Exam Results

Candidates will receive individual results slips on results days. Candidates will also have an opportunity to attend the centre on allocated days set nationally. All candidates will receive a letter beforehand detailing the date in which the results are available. As this falls within the 6 weeks holidays, the school will be on a restricted opening. Candidates will be able to collect their results on a set time agreed prior. Candidates can also opt to have their results posted. Results will be downloaded from A2C and sent out the following day. Candidates will only receive their results.

The provision of the necessary staff on results days is the responsibility of the Assistant Head Teacher 14-19 / Head Teacher.

Post Results Services

Once candidates have received their results, The Westminster School offer a post results service. The first service is "Enquiries about Results (EAR)". EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the

group of candidates. The cost of EARs will be paid by the centre. All decisions on whether to make an application for an EAR will be made by SLT. If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in the appeals policy. All processing of EARs will be the responsibility of the exams officer, following the JCQ guidance.
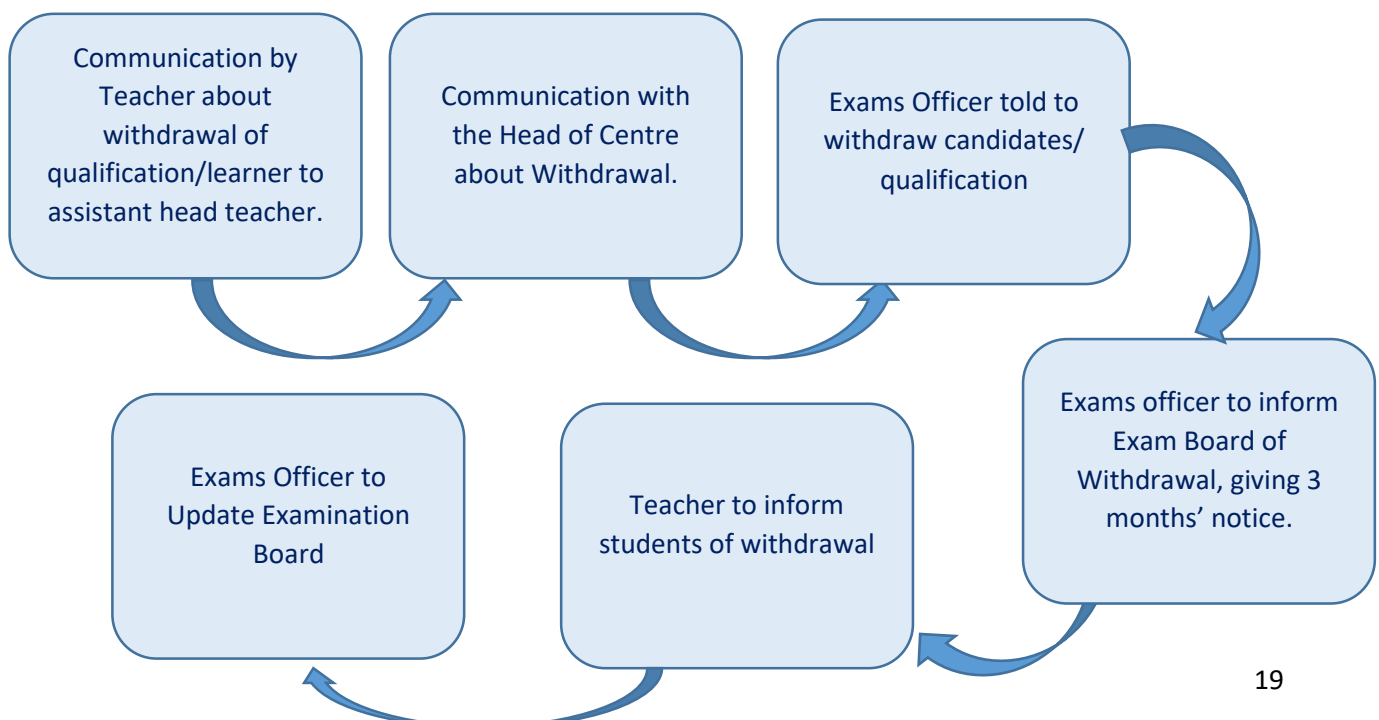
Candidates can also request an "Access to Scripts (ATS)" After the release of results, candidates may ask subject staff to request the return of written exam papers within 4 weeks of the receipt of results. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. An EAR cannot be applied for once an original script has been returned. Processing of requests for ATS will be the responsibility of exams officer.

Certificates

Candidates will receive their certificates at Presentation Evening in November of the same year. If candidate has finished school, certificates will be posted to them (recorded delivery). Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are. The centre retains certificates for 3 years. A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Withdrawal Process

If The Westminster School want to withdraw a learner from a qualification, or withdraw the qualification altogether, we will do so giving 3 months' notice to the exam board. The following process will be followed:

Communication by Teacher about withdrawal of qualification/learner to assistant head teacher.

Communication with the Head of Centre about Withdrawal.

Exams Officer told to withdraw candidates/ qualification

Exams Officer to Update Examination Board

Teacher to inform students of withdrawal

Exams officer to inform Exam Board of Withdrawal, giving 3 months' notice.

Related Policies

The List below detail other Policy's which would be applicable to the Exam Cycle at The Westminster School. All Policies can be found on the school website www.thewestminsterschool.co.uk under the Ofsted option.

Policy Name	Policy Explanation
Controlled Assessment Policy	The Controlled Assessment Policy details the procedures which the Westminster School follows in relation to Controlled Assessments this is also applicable for Separate Invigilation. This policy also documents the process for internal appeals in relation to controlled assessments.
Appeals Policy	This Policy details the relevant procedures in relation to logging an internal appeal/complaint in regards to controlled assessment/coursework.
Information Security Policy	This Policy details how we hold Candidate information in Relation to the Data Protection Act.
Child Protection and Safeguarding Policy	This policy details The Westminster Schools processes in relation to Child Protection and Safeguarding.
Malpractice Policy	The Schools policy on Malpractice in all areas of school life.
Equal Opportunities Policy	This policy documents how we Comply with the Equality Act of 2010.

Appendix 1: Exam Contingency Plan

Purpose of the plan

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

Alongside internal processes, this plan is informed by the *Exam system contingency plan: England, Wales and Northern Ireland* which provides guidance in the publication *What schools and colleges and other centers should do if exams or other assessments are seriously disrupted*.

This plan also confirms The Westminster School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2017-2018*) that the center *has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence*.

Possible causes of disruption to the exam process

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

<u>Criteria for implementation of the plan</u>

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

Planning

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

Entries

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

Pre-exams

- ▶ *invigilators not trained or updated on changes to instructions for conducting exams*

- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *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

- SLT to nominate a 'Covering Exams Officer' to cover the role / task, this would normally be a member of Admin Team.
- Extra Hours should be allocated to the 'Cover Exams Officer' to ensure there are sufficient hours to cover the work required.
- Extra help could be sought by networking with staff from other local centres.
- Refer to www.theexamsoffice.org for detailed instructions on all exam procedures. (A Valuable source of information).
- Relief staff to be given access to secure storage procedures, including location of safe store room, usernames and passwords for the staff network and exams websites.
- Always report long term absence to the Exam Boards so they are aware of the situation. They are quite often prepared to help and can be flexible with deadlines etc. in these circumstances.
- Exams Officer to ensure policies are constantly reviewed and upto date.
- Exams Officer to ensure a "Exams Officer Contingency Folder" is constantly updated with Important contact numbers etc.

2. SENCo 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 awarding body*
> ► *centre-delegated arrangements not put in place*
> ► *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
> ► *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

Exam time

> ► *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

> ► SLT to nominate a 'deputy' to cover the role / task, this would normally be the Assistant SENCo or Exams Officer.
> ► SLT to appoint qualified assessor to test candidates in place of the SENCo.
> ► Approval from exam boards and exam arrangements could be passed to the Exams Officer – with sufficient warning and planning time.
> ► Lead TA to arrange student support during all exams.
> ► Senior members of the SEN team to be fully up to date with JCQ Regulations (Orange Book)

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 exams officer on time; resulting in pre-release information not being received

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

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

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

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

Centre actions to mitigate the impact of the disruption

> ► Head of Department should take responsibility for any missing entries, coursework marks and any assessment marks in the absence of a member of teaching staff. If there is no head of department then this will be the responsibility of a member of the Senior Leadership Team

▶ Entries must be made on time to meet deadlines and avoid late fees. Amendments can always be made at a later date to confirm final entries.

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

- ▶ First check availability of other invigilators who are available for that slot.
- ▶ Check 'freed staff' to see if there is anyone else available who has not been used from that teaching period.
- ▶ Check with cover to see if they have any free staff.
- ▶ See if it is possible to amalgamate any of the access arrangement rooms to release an invigilator
- ▶ As a last resort, call upon SLT to invigilate

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

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

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

Centre actions to mitigate the impact of the disruption

- ▶ Room bookings must be made early enough in advance to ensure there are sufficient rooms for exam students.
- ▶ If there is an emergency on the day, liaise with Admin to locate a room that is free which could be used.
- ▶ Liaise with St Michaels to see if they have any rooms available on site.
- ▶ If no possibility of any free rooms, refer to SLT for advice.

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
▸ All Exam entries should be made well in advance of the deadline to avoid this issue in the first place. If the entries are left to the last minute and there is an IT failure, firstly ring the relevant exam boards to explain (They may give you an extension, but get that in writing). ▸ Try to access SIMS through another computer i.e. from home, or another SIMS user. ▸ Check that the Agilisys are aware of the exam results days to ensure smooth running of downloads.

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
▸ Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centre to prepare students, as usual, for examinations. ▸ Centre should have plans in place to facilitate alternative methods of learning. ▸ All staff are briefed on the "Emergency Evacuation Policy – Exams" in relation to procedure.

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
▸ Centre to open for examinations and examination candidates only, if possible. ▸ Centre to use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible) ▸ Centre may offer candidates an opportunity to sit any examinations missed at the next available series. ▸ Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

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 awarding organisations.
> - ▶ Centre to offer candidates an opportunity to sit any examinations missed at the next available series.
> - ▶ Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.

10.   Centre unable to open as normal during the exams period

> Criteria for implementation of the plan
>
> *Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency)*

> 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 awarding organisations.
> - ▶ Centre to offer candidates an opportunity to sit any examinations missed at the next available series.
> - ▶ Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.

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
> - ▶ Exams Officer to communicate with awarding organisations to organise alternative delivery of papers.
> - ▶ Exams Officer to inform SLT of new arrangements.

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
▶ In the first instance centres to seek advice from awarding organisations and normal collection agency regarding collection. The Westminster School should not make their own arrangements for transportation without approval from awarding organisations.   ▶ Centre must ensure secure storage of completed examination papers until collection. All exams scripts must be stored in the secure Exams Storage Cupboard.

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
▶ Notify Awarding Bodies immediately.   ▶ Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations   ▶ Candidates to retake affected assessment at subsequent assessment window.

14. Centre unable to distribute results as normal

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

Centre actions to mitigate the impact of the disruption
▶ Centre to notify Awarding Bodies   ▶ Centre to make arrangements to access its results at an alternative site (Possible to access from home)   ▶ Centre to make arrangements to coordinate access to post results services from an alternative site   ▶ Centre to share facilities with other centres if this is possible. Liaise with St Michaels if this is a suitable alternative.