

DOVE HOUSE SCHOOL ACADEMY TRUST

EXAMINATIONS POLICY

Policy Title		Examinations Policy		
Author		Exams Officer/Acting Headteacher		
Governor Committee		Delegated to Headteacher		
Signed by Dave Dupont (Acting Headteacher)				
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Consisting of:-

Examination Policy

Examination Assessment Decisions Policy

Controlled Assessment Examinations Policy (superseded by non-Examination Assessment policy)

(outlining Staff Responsibilities)

Controlled Assessment Examinations Policy (superseded by non-Examination Assessment policy)

(Risk Management Process)

Exam Contingency Plan

Emergency Evacuation Procedure (Exams)

DOVE HOUSE SCHOOL ACADEMY EXAMINATIONS POLICY

This policy incorporates all courses and qualifications studied at the school which are assessed by external bodies such as GCSE, BTEC, Entry Level and Entry Level Certificates, Functional Skills, NCFE, Gateway, Laser and Pearson /Edexcel Awards and any other examining bodies which may be used until the next review of this policy.

Rationale

Public examinations provide vital summative assessments, generally at the end of Key Stage 4. Assessments give information to students, parents, other educational institutions, local authorities, government agencies and employers about knowledge, understanding and skills achieved by each student. To this end Dove House participates willingly in the administration of these examinations in the best interests of both the students and the school.

This policy should be read in conjunction with current versions of; “JCQ General Regulations for approved centres” and “JCQ instructions for conducting examinations” and “JCQ Adjustments for candidates with disabilities and Learning difficulties: Access arrangements and reasonable adjustments.” as well as all awarding bodies, individual regulations and instructions.

Purposes

To ensure that:

- The exams systems used at Dove House combine entitlement with flexibility
- Students are given the opportunity to obtain the highest achievement of which they are capable and competent in each subject by following the assessment criteria and procedures for each qualification; the administration of the assessment processes, whilst adhering to the JCQ Regulations, intends to enable students to perform to the best of their ability.
- Students are prepared for and undertake examinations knowing what is expected of them in terms of preparation and behaviour
- Staff understand fully their obligations and responsibilities in relation to the preparation and conducting of examinations
- Dove House meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service
- Candidates and parents are kept fully informed of examination requirements, procedures and results.

There are two areas covered in this policy.

1. Internal policies for the benefit of teaching and non-teaching staff and invigilators
2. Policies for Candidates and Parents

Internal Policies

Choice of Specification and Awarding Body

- It is at the professional discretion of subject leaders and departments to choose which exam board offers the most appropriate specification designed to meet overall curriculum requirements.
- Any changes in specifications must be notified to the examinations officer by subject teachers responsible for examinations as soon as they are known. This applies equally to a change of board where revised intentions to enter/estimated numbers are required up to ten months ahead of exams being sat.

- Examination and Course specifications are generally available online and may be downloaded via PDF for inspection, review and updated specification information.

Entries

- It is essential that all entries are made accurately and within deadlines posted by the relevant exam boards.
- In all cases entry forms will be issued to subjects by the exam officer or administrator for that qualification. These need to be completed and returned within the required time frame.
- When making entries it is essential that the correct entry codes are given and checked by subject leaders/departments.
Entry forms must be returned to the exams officer who will enter the candidates' details electronically via EDI with the relevant exam body.
Entry codes for all subjects need to include codes for the individual units. Without both of these, entries will be incomplete and incur heavy financial penalties. It is the responsibility of subjects to inform the exams officer accurately

Amendments

- As a rule amendments to entries should be avoided unless for a specific reason.
- Requests for changes should be made before the deadlines in order to avoid incurring costly penalties.

Coursework and Non-Examination Assessments

Internally Assessed

- In all cases subjects are responsible for collating coursework marks. These should be provided accurately and in good time to the exams officer.
- All coursework marks forms required by exam boards should be given to the exams officer who will submit these to the appropriate boards.
- Once subject teachers have internally assessed any units of work or non-examination assessments, these marks will be shared with the student before they are submitted to the awarding body. ?

Externally Assessed

1. Subjects should arrange for coursework to be sent to the moderator in good time before any advised cut-off date.
2. All paperwork including Candidate Record Forms and Centre Declaration Sheets need to be completed by subjects and included with samples to be sent to boards or moderators.
3. All candidates must complete 'Candidate Authentication Statement' Forms for all subjects.
4. Returned coursework will be distributed to departments by the exams officer. All coursework must be retained securely by departments until all dates for possible recall or appeal against marks awarded have passed. In practical terms this means holding on to coursework at least until certificates have been issued to school and subsequently the students.

Access Arrangements

- All access arrangements must be made by the Specialist Assessor
- Applications will be submitted within the timeframe given by the exam board.
- Full details of access arrangements are held by the Specialist Assessor
- Special arrangements will be made in appropriate locations for all pupils entitled to support.

Exam Clashes

- Should students have clashes they will be informed by the exams officer of the situation and arrangements would be made in accordance with the JCQ Examination Procedure document and Awarding Bodies guidelines.
- Candidates who take an examination earlier than the published starting time must stay under centre supervision until one hour after the awarding body's published starting time for that examination. Details of these arrangements will be advised in advance of the day of the examination.

Candidates who take an examination later than the published starting time shown on the timetable must be kept under centre supervision from 30 minutes after the published starting time for the paper concerned until they begin the examination. Details of these arrangements will be advised in advance of the day

Storage of Papers

- On arrival in school all exam materials will be signed for, logged and transferred to the secure facility. The materials will then be stored securely in the safe in the exam officer's secure facility until the date of the examination/assessment.
- Security of all examination materials is the responsibility of the exams officer at all times whilst such materials are present on site. Any breach of security will be reported to the Head Teacher and directly to the appropriate exam board(s).
- Exam papers and other required materials will be distributed from the safe in the secure facility to lead invigilators at the start of the required session.

Exam Venues

- The venue for each exam will be confirmed prior to the examination date. Classrooms will be used depending on numbers of candidates to be accommodated.
- A seating plan will be produced by the exams officer with appropriate spacing according to JCQ standards. The deployment of readers and scribes will be the responsibility of the exams officer/deputy head and this will be indicated on the seating plan.
- The exams officer and invigilators are responsible for ensuring that all venues have the required signage including notices and warnings to candidates, silence notices, mobile phone warnings etc. in accordance with JCQ regulations.
- Sufficient clocks and whiteboards for exam times will be provided by the exams officer.

Invigilation

- Invigilators, readers, scribes, prompters and language modifiers will be organised by the exams officer and senior management team in consultation with the Specialist Assessor.
- The training of invigilators is the responsibility of the exams officer.
- The training of readers, scribes, prompters and language modifiers is the responsibility of the Specialist Assessor.
- Exams will be started and finished by the senior invigilators.
- The issue of malpractice will be dealt with in accordance with the current JCQ regulations. In all suspected cases of malpractice, it is essential that the exams officer and senior management are informed immediately.

Special Considerations

- All requests for special consideration must be discussed with the exams officer and designated officer.

- It is the responsibility of the designated officer and subject teacher to complete required paperwork and send to the appropriate board(s) within the time frame published for each exam series.

Results

- Paper statements of results are issued in sealed envelopes to students by the senior management staff on the specified Results Day unless alternative arrangements have been made prior to the date that has been specified as Results Day.
- Arrangements for the issuing of results will be made in accordance with JCQ guidance and the examining bodies regarding the posting of Results.

Distribution of Certificates

- On arrival in school all certificates are checked and these will be stored safely in the Exams Office safe within the secure facility.
- Pupils will receive all their certificates at the presentation evening, usually in the later part of the Autumn Term,
- Certificates that are not presented in person at the presentation evening will be posted to students after the presentation evening.

Footnote

It is the aim of the exams officer, and all others involved in the process outlined herein, to ensure the smooth running of all aspects of examinations. In doing so we will provide students with an environment in which they will feel confident and secure enabling them to perform to the best of their ability.

Policy for Candidates and Parents

See Appendix Attached: BCS Learning: Quality Assurance Procedure: Appendix 1 Attached

POLICY FOR EXAMINATION ASSESSMENT DECISIONS

GCSE, BTEC, Entry Level, Functional Skills, NCFE, EDEXCEL Awards.

The Dove House School Academy policy is designed to promote quality, consistency, accuracy and fairness in both the assessment of and awarding of qualifications. In all cases, the final awarding decisions are taken by the Awarding Bodies: AQA; OCR; Pearson/Edexcel; Gateway, NCFE, WJEC; Laser and others bodies used by the school.

This document covers the schools' policy in dealing with the Awarding Bodies, the Joint Council for Qualifications (JCQ), internal departments, officers of the school and any other parties involved in process of awarding qualifications and certification.

Examinations and Procedures Relating to Examinations

The Examinations policy is decided by the Strategy Group with reference to the guidance and regulations supplied by the JCQ and the Awarding Bodies. The Examinations Officer is responsible to the Head Teacher for the day to day administration of the examinations system.

All candidates should note that the Awarding Bodies are often unable to process appeals and queries relating to the examinations process, timetabling, internal assessment or complaints from students or parents. All queries of this type must be raised in the first instance with the School's Examinations Officer. Should a complaint relating to the administration of some part of the exams process be made against the Examinations Officer, this must first be notified to the Headteacher.

At the time of the exams, candidates must be aware of the JCQ 'Warning to Candidates', a copy of which is posted outside of each examinations room. During examinations, candidates must follow any instructions given to them by the Examinations Officer, member of the Examinations Office staff or any Invigilator present. Candidates must also be aware of the regulations regarding the submission of coursework, particularly those relating to the proper acknowledgement of sources. Failure to do so can result in the Awarding Bodies or the JCQ setting penalties which can include official reprimands, loss of examination marks or in extreme cases the loss of all examination results and banning from future examinations.

The school undertakes to run the examinations system in accordance with the published JCQ guidance, given in the Instructions for the Conduct of Examinations (I.C.E.) document, and others.

Internal Assessment

The Awarding Bodies require school centres offering their examinations to:

1. Have a published appeals procedure relating to internal assessment decisions;
2. Make this document available and accessible to candidates.

The Awarding Body will moderate the assessed coursework/oral tapes and the final mark awarded is that of the Awarding Body. This mark is outside the control of the school and is not covered by this procedure.

The school will ensure that:

1. Work submitted by the candidate for assessment has been authenticated as original work according to the guidance issued by the Joint Council;
2. At the beginning of the course, candidates are given written guidance about the Awarding Bodies regulations on the production of coursework and the school's deadlines for submission.
3. Information about the school's appeals procedure, together with this document, will be given at the same time;
4. Within each department, candidates are given adequate and appropriate time to produce the coursework;
5. Internal assessments are conducted by staff that have an appropriate level of knowledge, understanding and skill;
6. The consistency of the internal assessment is secured through the departmental mark scheme or marking criteria and internal standardization, as necessary;
7. The staff responsible for internal standardization of a subject will attend any training sessions or access relevant information provided by the relevant Awarding Body.

Internal Appeals Procedure

1. The grounds for appeal relate only to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the judgements themselves.
2. The appeal must be made in writing to the School's Examinations Officer by 31 May of the year that the coursework was assessed. The grounds for the appeal must be clearly stated. The candidate can be supported in the presentation of their case by a parent/carer/friend.
3. The Examinations Officer is to lead the enquiry provided that the Examinations Officer has played no part in the original assessment process. An experienced member of staff or School Governor should act as an independent member will also be on the panel.
4. The panel will examine the evidence for the procedures used in the assessment, decide upon their appropriateness and that the procedures have been properly followed as required by the Awarding Body concerned. The enquiry will be completed as soon as possible and within the deadlines for appeal published by the exam board.
5. The panel's findings will be formally reported back to the candidate/parent/carer at the beginning of July. ?
6. Records of the request for the appeal, the evidence, deliberations of the panel and the result will be kept by the Examinations Officer and made available to the Awarding Body if required.

Coursework Procedure at Dove House School Academy

1. Coursework is defined as any piece of written or practical work which is marked by the school or an external examiner and which contributes to the certification of a Qualification/ Award.
2. Students must read and understand fully the Notice to Candidates from the Joint Council for Qualifications about GCSE Coursework Regulations (attached).
3. Irregularities in coursework discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit.
4. An irregularity in coursework discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to disqualification from the subject.
5. Coursework must be handed in by the agreed published departmental deadline.
6. All students are given the same and sufficient time to complete the work.
7. Students are given clear instructions as to the time and place for handing in the work.
8. The work must be handed in by the student to the designated teacher and not given to another student to hand in.
9. If the student is absent from school on the deadline day, a parent/carer or friend must bring the work to school to be handed in to meet the deadline.
10. If it is impossible to deliver the work to school, the Deputy Head must be contacted by phone on the deadline day for advice.
11. If the coursework has not been completed by the deadline, the incomplete work must be handed in on the deadline day to receive a mark. There will be no further opportunity to complete this work for an improved mark.
12. Normally there will be no extension of a coursework deadline if a student is absent for a day or two during the period that the coursework is being completed.
13. If there are any special circumstances e.g. prolonged absences covered by a medical certificate, there is a possibility of an extension but this must be negotiated with the Examinations Officer in conjunction with the headteacher. A note will be given to the subject leader and parents to confirm the extension.

Coursework Appeals Procedure

1. The Joint Council for Qualifications Code of Practice requires schools to have a published appeals procedure relating to internal assessment decisions.
2. The grounds for appeal relate only to the procedure used in arriving at internal assessment decisions and do not apply to the judgements themselves.
3. Appeals must be **received** in writing by 31 May of the year that the work was assessed to the examinations officer/headteacher.

Word Processor Policy

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, early in the autumn term, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) (AA) and [Instructions for conducting examinations](#) ICE.

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2016/17* and ICE to JCQ *Instructions for conducting examinations 2016/17*. – What's the latest?

Principles for using a word processor

Dove House School Academy Trust complies with AA section 4 regulations as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for candidates whose special needs would mean that they would be 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 agreed/processed at the start of the course.
- Candidates are aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

(AA 4.2.5)

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

The use of a word processor

Dove House School Academy Trust complies with AA section 5 as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) Unless permission is awarded for a scribe, in which case the grammar check facility/predictive text will be enabled.

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

(AA 5.8.2)

- Provides access to word processors to candidates in controlled assessments or coursework 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 handwritten 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 attached to each candidate's typed script.
- 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

Dove House School Academy complies with ICE 8.8 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 attached to any answer booklet which contains some of the answers
- 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 scribe cover sheet attached), 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, Tablets and Word Processors

Dove House School Academy 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
- each page is appropriately numbered.
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- it is possible to set up 'autosave' onto each laptop/tablet
- candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

Examinations Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Dove House School Academy Trust, Basingstoke. 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 scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to “*have in place and be available for inspection purposes, a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the Senior Leadership Team to have a robust contingency plan in place, minimising the risks to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;*”

Causes of potential 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 awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *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*
 - 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 e.g. very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required 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:

- Planning
 - In all cases refer to Exams Offices Files and Key dates / Time Line documents.
 - SLT to collect data and collate information on qualifications and awarding body specifications being delivered.
 - SLT to produce key tasks; dates and deadlines.
 - SLT to recruit and train additional invigilators.
- Entries
 - Refer to Key Dates Document.
 - SLT to cover the tasks in relation to all entries with awarding bodies; or delegate appropriately.
- Pre-exams
 - SLT to arrange timetabling, rooming allocation; and invigilation schedules
 - Arrange Subject Leaders to undertake safe storage of assessment materials in exams storage room.
 - Subject Leaders to undertake internal assessment marks and samples of candidates' work submission to awarding bodies / external moderators.
- Exam Time
 - SLT to refer to JCQ ICE booklet and awarding bodies.
 - SLT to refer to Exams Officers Files for guidance. Key dates / timeline documentation.
 - SLT to ensure all scripts are checked and dispatched as required to awarding bodies.
- Results and Post-results
 - SLT to appoint a deputy to download results and distribute to candidates.
 - SLT to work with subject leader regarding post-results services. Refer to awarding bodies for process.

2. Specialist Assessor 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
 - 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
 - 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:

- Planning
 - Ensure alternative person holding a level 7 qualification can deputise in testing and collating evidence for access arrangement requirements (currently SENCO + one other member of staff).
- Pre-exams

- Ensure alternative person holding a level 7 qualification can deputise in access arrangement applications.
- Special modified papers are requested for by alternative staff holding a level 7 qualification, with advice from Exams Officer.
- Exams Officer and SLT provide training for supporting readers and scribes.
- Exam Time
 - PALS staff train readers and scribes before each exam. All PALS staff are able to train.

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

Centre actions:

- Exam Officer to request HoD / subject teachers to provide information.
- Exam Officer to ensure that final entry information is provided by HoD / subject teachers, in the case of absence.

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:

- Exam Officer to ensure sufficient number of trained invigilators available over the exams season. This number to include reserve invigilators, to cover shortfall/sickness.

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:

- Exams Officer to work with SLT in good time to ensure all exam rooms available for the main exam period. All staff should be informed and venues shown on calendar.
- Ensure possible alternative rooms are highlighted in case of unexpected changes.

6. 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

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions:

- Inform parents, carers and pupils about the closure and advise them of the plans put in place to address the problem.
- Inform Awarding Organisations of disruption to teaching time in relation to examinations process.
- Organise with alternative, planned venues and organisations for use of their facilities; prioritising the students who are approaching or currently sitting examinations.
- Advise candidates to, where appropriate, sit examinations in the next series.

7. 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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- Offer alternative venue for students to sit examination.
- Obtain approval from awarding organisations of change in centre.
- Apply to awarding organisations for special consideration.
- Offer candidates the opportunity of sitting examinations in the next series.

8. 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

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions:

- Inform parents, carers and students of disruption to examination procedure and centre's plans to continue with examination series.
- Inform Awarding Organisations of the disruption to centre's examination series.
- Examination students to be given priority to use the available space at the centre, where appropriate.
- Organise alternative accommodation; with awarding organisations approval; to proceed with timetabled examinations i.e.: other centres.
- Apply to awarding organisations for special consideration for candidates.
- Offer candidates the opportunity to sit any examinations missed in the next series.

9. 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

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- Communicate with awarding organisations to organise alternative delivery of papers.

10. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- Inform the relevant awarding organisation of failure of script despatch; and advise that collection has been re-arranged.
- Store scripts in Exams Safe until collection.

11. 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

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- Immediate communication to awarding organisations involved; parents, carers and students.

- Liaise with awarding organisations to generate candidate marks for affected assessments based upon on appropriate evidence of achievement.

12. 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

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

Centre actions:

- Contact Awarding Bodies to inform of alternative plan to distribute results (i.e.: e-mail / alternative venue).
- Inform parents, carers or alternative arrangements to receive results and discuss post-results services.

Causes 7-13 – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

Further guidance to inform and implement contingency planning

Ofqual

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

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

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

A guide to the special consideration process

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

GOV.UK

Emergencies and severe weather: schools and early years settings

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

Teaching time lost due to severe weather conditions

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

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

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

Policy for Candidates and Parents

Entries

- Students will be entered for exams when they have completed necessary coursework and made satisfactory progress within the subject. Once entered they may only be withdrawn or have their tier altered if circumstances have changed which will be to the detriment of the pupil if the present course of entry is continued.
- When amendments to entry or personal details are needed these must be made by direct contact with the exams officer well before the date of the exam.

Fees

- Exam entry fees are expensive. The school will pay for the first attempt at any level.

Timetable Issues

- The schools default times for the start of examinations are 9.15/9.30 and 1.15/1.30. This may occasionally vary and students will be informed.
- If exams require that alternative transport arrangements are required at the end of the day, it is the responsibility of the subject teacher to inform parents.
- The exams officer will inform parents and pupils of the exam timetable well in advance of the first examination.
- It is the responsibility of all candidates to arrive at the correct exam venue no less than ten minutes before the advertised starting time.
- The exams officer will inform students of any clashes and the arrangements that will resolve this issue.

Expectations during Exams

Behaviour

- Students need to be aware of the need for excellent personal and group behaviour at all times. This is essential to create a positive atmosphere in which exams may be sat. Behaviour issues will be dealt with by senior members of staff. Any malpractice within the exam room will be dealt with in strict accordance with the guidelines published to students at the start of each exam season. Students will be made fully aware of these guidelines by subject staff and the exams officer.

Uniform

- Students will wear full school uniform

Wrist Watches

- Standard wrist watches may be taken into the exam hall but removed and placed on the desk in front of student. Smart watches or any watch which has the potential to connect with other devices

(including Fitbit type watches) must not be taken into the exam and must be left in the pupil's locker or handed to a member of staff.

Mobile Phones

- Any student found with a mobile phone or any other such communication device will be reported to the exam board and can expect to be disqualified from at least that subject.
- Mobile phones should not be brought to school unless prior arrangements have been made with a member of staff. Under these circumstances the phone should be given to the member of staff before entering the examination room and returned to the candidate at the end of the examination; or kept in student's locker during the day.

PLEASE NOTE THAT DOVE HOUSE WILL NOT ACCEPT RESPONSIBILITY FOR THE SECURITY OF ANY PHONE ANY WHERE ON THE SCHOOL PREMISES AT ANY TIME. THEY ARE BROUGHT INTO SCHOOL ENTIRELY AT THE RISK OF THE OWNER.

Exam Equipment

- Any equipment needed for the exams will be provided by the subject staff responsible for the exam.
- Pupils may bring their own pens, pencils, rubbers etc. but these must be in a clear plastic case.
- Water is permitted in the drinking bottles provided by the school. All personal bottles should be plain, clear plastic – no labels. Should bottles be opaque; they are to stand on the floor next to the student during the course of the examination; and when used – returned to the floor.

Arriving Late

- Pupils who arrive late for an exam should contact the exams officer or a senior member of staff who will escort them to the exam where the chief invigilator will be informed and take the necessary action.
- The amount of time pupils will be allowed will depend upon the time of arrival.
- If pupils arrive after the exam has ended they will not be allowed to sit it.

Leaving Exams Early

- Pupils will only be allowed to leave an exam early with the direct permission of the exams officer. This will only be granted in exceptional circumstances.
- You will be expected to remain silently in the exam room until dismissed.
- If pupils disrupt and disturb others they will be penalised by being disqualified from the exam. This will be reported to the exam board.

Results

- Dates and times for collection/distribution of results will be notified to all candidates prior to the end of the exam sessions.
- Students may collect only their own results.
- Students may delegate a parent or responsible adult to collect their results for them. This must be notified in writing to the exams officer/senior management.
- Students who do not collect results in person will receive them by post.
- In some pre-arranged circumstances, it may be possible to fax or e-mail results to students who may, for example be abroad on results day. Here again, the exams officer/senior management must receive written notification.

Post Result Service – Enquiries about Results

- Students may request re-marks for most scripts
- Levels of re-marking vary from clerical checks to full individual re-assessment of papers
- Requests may be made by departments or individuals.
- Costs must be borne by the applicant. A tariff of fees is available from the exams officer.
- Departments or students wishing to make enquiries about results must communicate with the exams officer who will complete the necessary paperwork in conjunction with the subject leader.
- Under no circumstances should direct communication be made to the exam boards.

Appeals against Internal Assessment of Coursework

- Internally assessed coursework will have been standardised and moderated by subject staff.
- Parents and students may discuss this process with appropriate teachers but the actual marks awarded are at the professional judgement of the teacher and not usually subject to change by parent or student.
- However, internally assessed work is externally moderated and is open to change through this process. Marks may be raised or lowered.
- Once the external moderator has agreed with internally assessed marks there can be no alteration made.
- If an appeal against the process is lodged it will be addressed to the subject leader.
- Decisions regarding the outcome of such appeals will be notified to parents and students in writing.
- All appeals must be dealt with within the time allowed by exam boards.

Appeals against External Assessment of Coursework

- Appeals may be made by subject leaders when, in their professional judgement, they consider results to be below that expected or predicted.
- The process requires careful communication between the department and the relevant exam board and must be done through the exams officer.
- Parents or students wishing to instigate an appeal of this nature must initially contact the teacher responsible for that subject.

Footnote

In all cases it is the priority of the examinations system within the school to ensure that all candidates achieve optimum results. The aim includes accuracy of exam entry, ensuring correct support for the conduct of examinations and a results service that is efficient and accurate.

Appendix 1

BCS Learning & Development Ltd – ECDL Accreditation Quality Assurance Procedure:

Dove House School Academy is committed to quality Assurance and believes it is an integral part of the Centre's processes.

The focus of Dove House School Academy is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

The provision is regularly monitored and reviewed by Mrs L Hill

All staff involved in the administration and / or assessment of qualifications will have undergone relevant training to their role.

All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.

Existing invigilators will be observed conducting an assessment at least once a year.

Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications.

The organisation's policy for Equal Opportunities is followed and monitored.

For manual testing and evidence based assessment:

- An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained by cross-marking.
- Internal Verification is carried out on an on-going basis.
- All cases of borderline achievement are Internally Verified.
- At least 10% of other assessments are checked across all markers and modules.
- Where a new marker is assessing, all work is double marked until the Centre Manager is satisfied with the standard.
- Internal Verification is recorded on Learner Work and records and on central recording systems.

Appendix 2

BCS Learning & Development Ltd – ECDL Accreditation Learner Appeals Procedure:

The focus of Dove House School Academy is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

The provision is regularly monitored and reviewed by Mrs L Hill.

For all assessments:

- Learners who are unhappy with any aspect of the assessment and award process should first discuss the problem with their Centre Representative or the Centre Manager. The reasons for dissatisfaction must be made clear by the Learner at this time.
- The Centre will keep a record of such discussion together with the date and outcome; within 20 working days.
- If a Learner is not able to resolve an appeal at the approved centre then he/she has the right to appeal to BCS. This may be done via the Centre Manager or direct to the BCS Quality Assurance Team in writing. Learner appeals must be made to BCS as per the BCS Learner Appeals Policy within 20 days of the assessment.
- During any stage of the Appeals Procedure the Learner is entitled to be represented or accompanied, should they wish.

For Manual Marking:

- Where necessary the assessment will be re-marked.
- If this does not provide satisfaction the Learner may raise a formal appeal in writing to the Centre Manager, outlining clearly the circumstance of the appeal.
- If required the assessment will be re-marked again, and any aspects of the Learner's performance during the assessment taken into consideration.
- In some circumstances the Learner may be offered a free re-test (e.g. hardware or software problems).

For Automated Assessment:

- Assessments are undertaken using automated testing software which has been approved by the ECDL Foundation. In the event of a Learner raising a complaint the assessment report that will have been produced by the system will be fully discussed with the Learner.

- An action plan will be agreed and a further assessment date scheduled. In some circumstances the Learner may be offered a free re-test (e.g. if there had been hardware or software problems).

For Evidence Based Assessment:

- The Learner should appeal in writing to the Assessor clearly stating their reasons for disagreement and the evidence in the portfolio which the Learner believes meets the competence requirements of the knowledge and understanding and skills and techniques. The Assessor will meet with the Learner and go through the assessment process, clearly explaining the outcome. The Assessor will confirm the outcome in the writing to the Learner within 20 working days.
- Learners who are not satisfied with the outcome following a meeting with their Assessor, may then appeal in writing to the Internal Verifier. The Internal Verifier will meet with the Learner and the Assessor and will confirm the outcome in writing to the Learner.
- Learners who are not satisfied with the outcome following a meeting with their Assessor and Internal Verifier and have exhausted all of the internal appeals procedures may then appeal in writing to BCS. The Centre will be requested to provide reports from Stages 1 and 2.

EXAMINATION Evacuation Procedures
In the event of a fire alarm or similar emergency

Please refer to the instructions in the JCQ booklet (page 39)

When Evacuation Alarm Sounds:

- ❖ Note the time accurately.
- ❖ Take Examination Attendance Register to Assembly Point.
- ❖ Reassure candidates that allowance will be made for the interruption. Ask them to remain silent as they evacuate the building.
- ❖ All question papers and scripts should be left on desks and the doors closed.
- ❖ Evacuate in silence as directed in main Emergency Evacuation Plan.
- ❖ Assemble in front of Support Staff; isolated from other students in school with supervision from invigilators.
- ❖ Keep the candidates isolated and under careful supervision until told it is safe to return. They are not allowed to discuss the examination.

When it is safe to return to the exam room:

- ❖ Make a note of the time when the examination resumes.
- ❖ Allow full time allocation.
- ❖ An incident report is sent to the examining board(s) with a request for special consideration.