

EXAM and NON-EXAMINED ASSESSMENT (NEA) POLICY

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The Exam Policy

1. The policy purpose

1.1 The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

2. Exam responsibilities

2.1 Exams officer

Manages the administration of public and internal exams:

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- consults with teaching staff to ensure that necessary NEAs (Non-examined assessments) are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- receives, checks and stores securely all exam papers and completed scripts.
- administers access arrangements as requested by the SENDCo, makes applications for special consideration using the appropriate JCQ publications: Access Arrangements and Reasonable Adjustments, 2021-2022
- ensures that all public exams are run in accordance with the JCQ guidelines and that all reasonable care is taken to ensure that these exams are run fairly and supportively for students' best outcomes
- The exam officer will inform awarding bodies of any members of staff sitting examinations or teaching and preparing a family member. Exams officer to inform the awarding body where children of the exam office staff are being entered for an exam or assessment.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- line manages the senior exam invigilator and team of invigilators, organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- submits candidates' NEA (non-examined assessment) marks, tracks dispatch and stores returned controlled assessments and any other material required by the appropriate awarding bodies correctly and on schedule.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.
- maintains systems and processes to support the timely entry of candidates for their exams.
- Secures memory sticks for students using a word processor for exam access; see Appendix D.

2.2 Teachers are responsible for:

- Notification of access arrangements requirements to the SENDCo or dedicated member of staff (as soon as possible after the start of the course).
- Submission of candidates' names to heads of department/school/curriculum.

2.3 The SEND Coordinator (SENDCo) is responsible for:

- Identification and testing (or delegation of testing to qualified member of staff) of candidates, requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages - to help candidates achieve their course aims.
- Provision of word processors for students who meet the criteria outlined in Appendix D.

2.4 Lead invigilator/invigilators are responsible for:

- 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 their return to the exams office.

2.5 Candidates are responsible for:

- Confirmation and checking of entries
- Understanding and following the controlled assessment and examination regulations

Qualifications

3. Qualifications offered

3.1 The qualifications offered at this Centre are decided by the Deputy Head, SLT links, Heads of Faculty and Heads of Subject.

3.2 The main qualifications offered are GCE, GCSE and vocational qualifications, such as BTECs, ASDAN and CACHE. These will vary year on year.

3.3 The subjects offered for these qualifications in any academic year may be found in the Centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by 1 July annually.

3.4 Informing the exams office of changes to a syllabus is the responsibility of the Heads of Subject and Heads of Faculty.

3.5 Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the subject teachers, Head of Faculty, Head of Year and Deputy Headteacher. The decision to enter students for particular qualifications will be based on what is in the best interest for each student regardless of the impact it may have on the DfE Performance Tables. Key Stage 4 candidates should not be withdrawn unless the Assistant Head Teacher i/c of exams or Head Teacher has given final approval.

Exam series and timetables

4. Exam seasons

4.1 Internal exams and assessments are scheduled in November/December and June/July. Additional internal exams may be scheduled at different times if required. However, NEAs (non-examined assessments) and assessed practical exams may occur at any stage in the duration of an examination course. (See NEAs)

4.2 External exams and assessments are scheduled in November, May and June and also on demand by pre-agreement between the Exams Officer and BTEC Lead Internal Verifier for BTEC on-screen external assessments.

4.3 Internal exams are held under external exam conditions.

4.4 The Head of department in consultation with their Head of Faculty and Senior Leadership link decides which exam series are used in the Centre.

4.5 On demand tests are booked as appropriate in the year but planned around other exam sessions.

5. Timetable

5.1 Once confirmed, the exams officer will circulate the exam timetable for internal and external exams.

Entries, entry details and late entries

6. Entries, entry details and late entries

6.1 Candidates are selected for their exam entries by the Heads of Faculty, Heads of Subject and subject teachers.

6.2 Candidates or parents/carers requiring a subject entry, change of level or withdrawal must speak to the subject teacher/HOF prior to the exam date.

6.3 The Centre does not accept external entries; however, exceptions may be considered occasionally from former candidates.

6.4 The Centre does not act as an exam Centre for other organisations.

6.5 Entry deadlines are circulated to Heads of Faculty & Heads of Subject via email and internal post/pigeon hole.

6.6 Late entries are authorised by Heads of Faculty and the Exam Officer.

Exam fees

7. Exam fees

7.1 Candidates or faculties 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.

7.2 GCSE entry exam fees are paid by the Centre.

7.3 AS entry exam fees are paid by the Centre.

7.4 A2 entry exam fees are paid by the Centre.

7.5 Late entry or amendment fees are paid by the Departments.

7.6 Pre-16 retakes post 16 should be paid for in advance by the student. Unless the student is undertaking a re-sit in GCSE Maths and/or English and has been enrolled by the school on the re-sit course in the sixth form.

Disability Discrimination Act

8. Disability Discrimination Act

8.1 All exam Centre staff must ensure that the Centre meets the requirements of the Disability Discrimination Act 1995 (DDA), which was significantly extended in 2006.

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

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

8.4 To find out more about exactly how your Centre can satisfy the requirements of the DDA visit the DDA information page on the QCDA website' (See Appendix A)

8.5 The Centre will meet the requirements of the DDA by ensuring that the exams Centre is accessible and improving candidate experience. This is the responsibility of the Headteacher and Business Manager.

9. Access Arrangements

9.1 The SENDCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam. The SENDCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

9.2 A candidate's access arrangements requirement is determined by the SENDCo and Educational psychologist/Specialist teacher.

9.3 Making access arrangements for candidates to take exams is the responsibility of both the SENDCo and Exams Officer.

9.4 Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCo.

9.5 Rooming for access arrangement candidates will be arranged by the Exams Officer with the SENDCo.

9.6 Invigilation and support for access arrangement candidates will be organised by the SENDCo with the Exams Officer.

10. Overseas Students

10.1 Managing overseas students is the responsibility of the Head of Sixth Form.

11. Contingency Planning

11.1 Contingency planning for exams administration is the responsibility of the Exams Officer.

11.2 A detailed contingency plan to be followed in case of serious disruption to public exams is at Appendix B.

Estimated grades

12. Estimated Grades

12.1 Heads of Faculty are responsible for submitting estimated grades to the exams officer when requested by the Exams Officer.

Managing Invigilators

13. Managing invigilators

13.1 External staff are used to invigilate examinations.

13.2 These invigilators will be used for internal exams and external exams.

13.3 Recruitment of invigilators is the responsibility of the Exams Officer in liaison with the Assistant Head Teacher i/c of exams and the Headteacher's PA.

13.4 Securing the necessary Disclosure & Barring Service clearance for new invigilators is the responsibility of the Centre administration.

13.5 DBS fees for securing such clearance are paid by the Centre.

13.6 Invigilators are timetabled, trained and briefed by the Exams Officer.

13.7 Invigilators rates of pay are set by the Centre administration.

Malpractice

14. Staff Malpractice

14.1 Introduction

The following sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally.

14.2 Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

14.3 The following are examples of malpractice by staff with regard to examinations

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

14.4 Staff Malpractice Procedure

Investigations into allegations will be coordinated by the Deputy Headteacher, who will ensure the initial investigation is carried out within ten working days. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

14.4 The member of staff will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies

14.5 If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

14.5 Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, Liskeard School and Community College may impose the following sanctions:

- 1) **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied

- 2) **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- 3) **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff
- 4) **Suspension:** Bar the member of staff in all involvement in the administration of assessments for a set period of time
- 5) **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct; the member of staff could face dismissal from his/her post

14.6 All incidents of malpractice or maladministration will be reported to the relevant examination board.

ASDAN Qualifications - Reporting of incidents to ASDAN

The Centre's responsibilities as outlined in ASDAN's Malpractice and maladministration policy and procedure Section 3.2 will be adhered to.

14.7 Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the School's Appeals Policy.

14.8 Candidate Malpractice

Introduction

The following sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally.

14.9 Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing of as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only
- Failing to abide by the instructions of an assessor – this may refer to the use of resources which the candidate has been specifically told not to use
- The alteration of any results document

14.9 If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

14.10 The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate

14.11 If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the Awarding Body will be informed and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

14.12 Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line with the Appeals Policy.

15. Exam days

15.1 The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

15.2 The site management team is responsible for setting up the allocated rooms.

15.3 The lead invigilator will start all exams in accordance with JCQ guidelines.

15.4 Senior members of staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted.

15.5 In practical exams subject teachers may be on hand in case of any technical difficulties.

15.6 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 Faculty and Heads of Subject as soon as practicable after the exam.

15.7 The invigilator may read the question rubric (the instructions on the front of the question paper) to the candidates.

15.8 All candidates' identity is to be checked prior to the start of exams by the invigilators: all KS4 students' exam desks will contain a photo of the candidate; all Sixth Form students will have and will display their i.d. card on their desk.

Candidates

16. Candidates

16.1 The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.

16.2 Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

16.3 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 Exams Officer or senior invigilator.

16.4 Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

16.5 The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently.

17. Clash candidates

17.1 The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

18. Special consideration

18.1 Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Centre, the Exams Officer, or the exam invigilator, to that effect.

18.2 The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

18.3 The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

NEAs Non-examined Assessments

19. NEAs Non-examined Assessments

Introduction

19.1 An NEA is a the form of internal assessment that has largely replaced GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications.

19.2 NEAs apply different levels of control (Low, Medium or High) at each stage of the assessment process: task setting, task taking and task marking. In some subjects, the awarding body will mark work. For most subjects, however, work will be marked by the Centre and moderated by the awarding body.

The responsibilities of the relevant staff in terms of organising, administering and overseeing NEAs is as follows:

19.3 Senior Leadership Team

Accountable for the safe and secure conduct of non-examined assessments. Ensure assessments comply with the JCQ guidelines and awarding bodies subject specific instructions.

19.4 In the summer term, begin co-ordinating with Subject leaders to schedule NEAs. (It is advisable that non-examined assessments are spread throughout the academic Years of Key Stage 4 or as appropriate for GCSE courses studied in other Years).

19.5 Map overall resource management requirements for the year. As part of this resolve:

- clashes / problems over the timing or operation of controlled assessments;
- issues arising from the need for particular facilities (rooms, IT networks, time out of school, etc).

19.6 Ensure that all staff involved have a calendar of events.

19.7 Create, publish and update an internal appeals policy for NEAs.

19.8 Heads of Faculty and Heads of Subject

Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examined assessments*.

19.9 Decide on the awarding body and specification for a particular GCSE.

19.10 Ensure that at least 40% of overall assessment (non-examined and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

19.11 Submit plans for the non-examined assessments, outlining the task setting, task taking and task marking, indicating the control level, and highlighting any particular requirements to the member of Senior Team responsible for the overview of NEAs.

19.12 Standardise internally the marking of all teachers involved in assessing an internally assessed component.

19.13 Ensure that individual teachers understand their responsibilities with regard to non-examined assessments.

19.14 Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

19.15 Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

19.16 Supply to the examinations office details of all unit codes for non-examined assessments.

19.17 Teaching Staff

Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments 2021/2022*.

19.18 Understand and comply with the awarding body specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

19.19 Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, including mark schemes are stored securely at all times.

19.20 Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.

19.21 Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.

19.22 Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.

19.23 Retain candidates' work securely between assessment sessions (if more than one).

19.24 Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.

19.25 Ask the special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

19.26. Examinations Officer

Enter students for individual units, whether assessed by non-examination assessments, external examination or on-screen test, before the awarding bodies deadlines for final entries.

19.27 Collaborate with SENCO and ensure that applications are made for access arrangements for eligible students.

19.28 Enter students' 'cash-in codes' for the terminal examination series.

19.29 Where confidential materials are received directly by the examinations office, to be responsible for the receipt, safe storage and safe transmission whether in hard copy or CD/DVD format.

19.30 Receive/download and distribute mark sheets for teaching staff to use, and collect and submit completed mark sheets to awarding bodies before deadlines.

19.31 On those few occasions when non-examination tasks cannot be conducted in the classroom, arrange suitable accommodation where NEAs can be undertaken, at the direction of the senior leadership team.

19.32. Special Educational Needs Coordinator

Ensure identification and testing of those students who may be eligible for access arrangements.

19.33 Collaborate with examinations officer to ensure that appropriate access arrangements are made for eligible students.

19.34 Work with teaching staff to ensure that requirements for support staff are met.

20. Appeals against internal/controlled assessments

The process for managing appeals against internal assessments is detailed in Appendix A.

BTEC Assessments

21. Rules and Regulations for BTEC Assessments

21.1 The procedures for BTEC assessments follow JCQ regulations but there are some differences with GCSEs. The rules for each subject area and types of assessment also vary.

21.2 Full details of the procedures for the assessment of BTECs can be found at *Instructions for Conducting External Assessments (ICEA)* (Jan 2017). A summary of the rules for BTEC assessments can be found at Appendix C.

Results

22. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

22.1 Candidates will receive individual result slips on results days, either in person at the Centre or by post to their home addresses (if unable to attend candidates to provide self-addressed envelope). If candidates wish someone else to collect their results, written permission must be provided to the Exam Officer.

22.2 Arrangements for the Centre to be open on results days are made by the Headteacher.

22.3 The provision of staff on results days is the responsibility of the Exams Officer.

23. EARs

23.1 EARs may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.

23.2 If a result is queried, the Exams Officer, teaching staff, AHT/cexams and Headteacher will investigate the feasibility of asking for a re-mark at the Centre's expense.

23.3 When the Centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

24. ATS

24.1 After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

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

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

Certificates

25. Certificates

25.1 Certificates are presented in person or must be collected and signed for.

25.2 Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

25.3 The Centre retains certificates for one year.

25.4 If certificates are lost a transcript of results may be issued if a candidate agrees to pay the costs incurred.

Internal assessment appeals against Centre assessed marks (GCSE controlled assessments and coursework, BTEC assessments, GCE coursework, GCE and GCSE non-examination assessments)

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

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

1. Liskeard School and Community College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the Centre's marking before marks are submitted to the awarding body.
2. Liskeard School and Community College will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the Centre's marking of the assessment.
3. Liskeard School and Community College will, having received a request for copies of materials, promptly make them available to the candidate.
4. Liskeard School and Community College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing.
6. Liskeard School and Community College will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Liskeard School and Community College will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Liskeard School and Community College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the Centre.
9. The candidate will be informed in writing of the outcome of the review of the Centre's marking.
10. The outcome of the review of the Centre's marking will be made known to the head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the Centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centers. The moderation process may lead to mark changes. This process is outside the control of Liskeard School and Community College and is not covered by this procedure.

CONTINGENCY PLAN

Aims of the Contingency Plan

This Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the exam system affecting significant numbers of candidates

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced; for example, the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the exam system and safeguarding qualification standards. The contingencies applied will be selected based on the context of the disruption.

If this plan does not cover an eventuality, the Head Teacher, or in his absence the Deputy Head, will obtain guidance from the JCQ and/or the relevant exam body and will enable exam procedures to operate as best as possible within the guidelines.

Communications and Responsibilities

In the event of major disruption, communication is a key factor in ensuring an effective and consistent response. This includes communications between Liskeard school and exam bodies and with stakeholders such as candidates, parents or carers and the public. We are committed to:

- sharing timely and accurate information as required to meet the aims of the plan;
- communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result.

It remains the Exams Officer's responsibility to plan for, run and administrate exams, as far as is possible. Any potential threat to the successful running of an exam should be dealt with, in the first instance, by the Exams Officer. The Exams Officer should notify and discuss any adapted plans with the AHT i/c exams, Deputy Head and/or the Head Teacher.

If the Exams Officer is detained or unavailable, this responsibility falls directly to the AHT i/c exams, Deputy Head and then the Head Teacher if the Deputy Head is not immediately available.

The Assistant Exams Officer will be on hand to advise and help with any unforeseen circumstances or crisis.

The following details possible situations and the actions that are to be taken in case of these eventualities:

1. Candidates unable to take examinations because of a crisis - school remains open

- Exams officer to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding.
- Liskeard School will offer candidates an opportunity to sit any examinations missed at the next available series.
- Exams officer 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).

2. Centres are unable to open as normal during the exam period

- Exams Officer to inform each awarding organisation with which exams are due to be taken as soon as is possible.
- The responsibility for deciding whether it is safe for Liskeard School to open lies with the Head Teacher. The Head Teacher is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether Liskeard School is able to open.
- Liskeard School to open for examinations and examination candidates only, if possible.
- Exams Officer is to use alternative venues in agreement with relevant awarding organisations (e.g. use other, local public building, if possible).
- Liskeard School may offer candidates an opportunity to sit any examinations missed at the next available series.
- Exams Officer to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

3. Disruption during an exam (e.g. a fire alarm)

- The standard operating procedures for a fire alarm or any other emergency should be followed.
- All exam candidates should be escorted to the designated evacuation point (the Old Hall playground) and kept together and isolated from other students with the relevant invigilators, where a nominal roll will be taken.
- The Exams Officer is to inform the relevant exam body of the interruption to the exam and seek further advice, as necessary.
- At the earliest time possible, candidates should be returned to the exam location and resume the exam, if this is safe and practicable.
- If necessary, the Exams Officer should apply for special consideration for candidates and/or candidates will be offered the opportunity to re-sit any examination affected at the next available series.

4. Disruption to the transportation of completed examination scripts

- In the first instance, the Exams Officer is to seek advice from awarding organisations and normal collection agency regarding collection.
- Exams Officer is to ensure secure storage of completed examination scripts until collection.

5. Assessment evidence is not available to be marked

- If there is large scale damage to or destruction of completed exam scripts/ assessment evidence before it can be marked, Exams Officer is to inform relevant awarding bodies immediately and apply for special consideration.
- Candidates are enabled to retake affected assessment at subsequent assessment window, if necessary.

6. Centres are unable to distribute results as normal

- Exams Officer to make arrangements to access results at an alternative site.
- Exams Officer to make arrangements to coordinate access to post results services from an alternative site.
- Exams Officer to share facilities with other Centres if this is possible.

Useful information

AQA <http://www.aqa.org.uk/> JCQ www.jcq.org.uk

CCEA www.rewardinglearning.org.uk Ofqual www.ofqual.gov.uk

City & Guilds www.cityandguilds.com DfE www.education.gov.uk

Edexcel www.edexcel.com

DfE – Exams Delivery Support

<http://www.education.gov.uk/schools/teachingandlearning/qualifications/examsadmin/a00197093/edsu>

EDI www.ediplc.com

DENI www.deni.gov.uk

OCR www.ocr.org.uk

UCAS www.ucas.ac.uk

VTCT www.vtct.org.uk WJEC www.wjec.co.uk

Welsh Government <http://wales.gov.uk/topics/educationandskills/?lang=en>
JCQ A guide to the special consideration process <http://www.jcq.org.uk/examsoffice/access-arrangements-and-specialconsideration/regulations-and-guidance/a-guide-to-the-special-considerationprocess>
JCQ Instructions for conducting examinations www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations
DfE guidance on dealing with disruption to teaching and learning
<http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severe-weather>
DENI guidance on dealing with disruption to teaching and learning
http://www.deni.gov.uk/exceptional_closures_checklist.pdf
www.deni.gov.uk/index/85-schools/5-school-management/exceptional-closure-ofschools-due-to-adverse-weather.htm
<http://www.nidirect.gov.uk/school-closures>

Summary of assessment conditions for BTEC external assessments

	Paper-based/ Written and onscreen tests	Set tasks and performance tasks	
Control Type	Exam Conditions	Supervised Conditions	Non-supervised Conditions
Authenticity	Learners complete all work under the direct supervision of an invigilator. Learners are within direct sight of the invigilator(s) throughout the assessment.	Learners complete work under direct supervision. Learners are within direct sight of the supervisor(s) throughout the assessment.	Learners do not need to be directly supervised at all times, but there is sufficient supervision to ensure that work submitted for assessment can be authenticated to confirm it is the learner's own.
Time	Learners have a limited amount of time in which to complete all work; the duration is specified by Pearson.		Learners may use as much time as they wish to work on the task up until the deadline for submission or start of the supervised conditions (depending on specific unit)
Resource	The use of resources is tightly prescribed, and if appropriate, restricted to material provided by Pearson (supplemented by preparatory notes if allowed). The centre must ensure that there is no access to internet (or mobile phones) or e-mail; display materials which might provide assistance are removed or covered.	Clearly specified in the task paper. The centre must ensure that learners only have access to materials and resources as defined in the task paper; display materials which might provide assistance are removed or covered.	The use of resources, including the internet or prepared notes, is not tightly prescribed.
Collaboration	Learners complete their work independently; there is no interaction with other learners.	Learners complete their work independently; there is no interaction with other learners.	Whilst interaction with other learners is not prohibited, the work that an individual learner submits for assessment must be his or her own.
Feedback	There must be no assistance of any description provided to the learner during the assessment.		General advice may be given unless specification or task instructions say otherwise.

Policy on the use of Word Processors

The JCQ have now delegated the access Arrangement responsibility for the use of word processors to centres and therefore it is appropriate for Liskeard School and Community College to have a clear policy in order to avoid confusion.

JCQ state that 'It is strongly recommended that a centre has a policy on the use of word processors which it can articulated to parents/carers. Principally, that a word processor cannot simply be granted 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.'

JCQ also state 'The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment.'

The main criteria for permitting the use of a word processor (on which the spelling and grammar has been disabled) are:

1. A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
2. A medical condition with supporting evidence from a Consultant (not GP);
3. A physical disability;
4. A sensory impairment;
5. Poor handwriting or planning and organisational problems when writing by hand, supported by teaching departments.

The evidence for this allowance is:

It must reflect the candidate's normal way of working within the school and be appropriate to the candidate's needs.

Implications

1. Invigilation – use of a word processor may require a separate venue which may increase numbers of invigilators.
2. Resources – IT rooms will be booked for external exams, there are sometimes laptops in the learning support area for controlled assessments. Priority will be given to exam students.
3. The Examinations Office holds and keeps secure memory sticks for exam use.