

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

2. Purpose of the policy

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

- all aspects of the centre exam process are documented, and other relevant exams-related policies, procedures and plans are signposted, thus *“...minimising risk to examination administration and any adverse impact on students, should the examinations officer be absent at a critical stage of the examination cycle.”* [JCQ Notice to Centres – examination contingency plan/examinations policy]
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that *“... the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute”* [JCQ General regulations for approved centres (GR) 1]
- exam candidates understand the exams process and what is expected of them.

This policy will be reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance. The named Senior Leader for examinations is responsible for the annual review and any required update of this policy.

The Governing body is responsible for the approval and sign-off of this policy. This policy will be communicated to all relevant centre staff.

This policy will be available on the school’s website and the Employee Portal.

Relevant staff will be provided with a copy of the policy for their files and training through appropriate meetings will be given, where necessary.

3. Roles and responsibilities overview Head Teacher

“The Head Teacher is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions, and the qualification specifications issued by the awarding bodies.

The Head Teacher may not appoint themselves as the examinations officer.” [JCQ GR 1]

The head teacher:

Will ensure:

- They are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations> (GR)
 - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations> (ICE)
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
 - <http://www.jcq.org.uk/exams-office/malpractice>
- the National Centre Number Register (NCNR) annual update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to
- the exams officer (EO) attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam process to be effectively managed and administered
- centre staff are supported and appropriately trained to undertake key tasks within the exams process
- centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- “that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidate’s preparation for the examination, is not an invigilator during the examination or on-screen test;” [JCQ ICE 6]
- security within the examination process is managed as per JCQ and awarding body regulations, guidance and

instructions

- risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place

4. Exam contingency plan

See **Appendix 1** – required internal appeals procedures are in place

5. Internal appeals procedure

See **Appendix 2**

6. Exams officer

“The **examinations officer** is the person appointed by the head teacher to act on behalf of the school in matters relating to the administration of awarding body examinations and assessments.” [JCQ GR 1]

The EO will:

- be familiar with the contents of annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations>
 - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
 - <http://www.jcq.org.uk/exams-office/malpractice>
 - <http://www.jcq.org.uk/exams-office/post-results-services>
- be familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ensure key tasks are undertaken and key dates and deadlines met
- recruit, train and deploy a team of internal/external invigilators; appoint lead invigilators, as required

7. Senior leadership team (SLT)

Will be:

- familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations>
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
 - <http://www.jcq.org.uk/exams-office/malpractice>

8. Special educational needs co-ordinator (SENCo)/specialist teacher

Will:

- Be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- will lead on the access arrangements and reasonable adjustments process (referred to in this policy as ‘access arrangements’)
- if not the qualified specialist assessor, will work with the person appointed, on all matters relating
- to assessing candidates and the administration of the assessment process
- will present when requested by a JCQ inspector, evidence of the specialist assessor’s qualification

“Evidence of the specialist assessor’s qualification(s) must be held on file for inspection purposes. The documentation must be presented to the JCQ Centre Inspector by the SENCo.” [JCQ Criteria for a specialist assessor]

9. Subject Leaders

Will:

- ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo
- ensure teaching staff keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications

- will ensure teaching staff attend relevant awarding body training and update events

10. Teaching staff

Will:

- undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
- keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- attend relevant awarding body training and update events

11. Invigilators

Will:

- attend training, update, briefing and review sessions as required
- will provide information as requested on their availability to invigilate
- will sign a confidentiality and security agreement

12. Reception staff

Will:

- support the EO in dealing with exam-related deliveries and dispatches with due regard to security at all times

13. Site staff

Will:

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

14. Candidates

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

15. The Exam Cycle

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

- Planning
- Entries
- Pre-exams
- Exam time
- Results and post-results

This exam policy identifies the roles and responsibilities of centre staff within this cycle.

Planning Information sharing

The Head Teacher will:

- direct relevant centre staff to annually updated JCQ publications including:
 - <http://www.jcq.org.uk/exams-office/general-regulations>
 - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>
 - <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
 - <http://www.jcq.org.uk/exams-office/malpractice>

The EO will:

- inform relevant centre staff of JCQ and awarding body documentation relating to the exam process that has been updated
- signpost relevant centre staff to information that should be provided to candidates
- as the centre administrator, approve relevant access rights for centre staff using awarding body secure extranet sites

16. Information gathering

The EO will:

- undertake an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- collate all data into one central point of reference
- research awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all qualifications
- produce an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; inform key centre staff of internal deadlines
- collect information on internal exams to enable preparation for and conduct of [insert the titles these internal exams are referred to in the centre]

SLs will:

- respond (or ensure teaching staff respond) to requests from the EO on information gathering
- meet the internal deadline for the return of information
- inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- familiarise themselves and their staff with the annual exams plan of internal deadlines

17. Access arrangements

The SENCo will:

- assess affected candidates (or work with the appointed specialist assessor) to identify access arrangements requirements thereby ensuring that **“where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor as appointed by the Head Teacher;” [JCQ GR 5]**
- gather evidence of need to support access arrangements
- liaise with teaching staff to gather evidence of normal way of working
- gather signed data protection notices from candidates where required
- apply for approval through Access arrangements online (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- keep relevant evidence on file for JCQ inspection purposes
- liaise with the EO regarding exam time arrangements for access arrangement candidates
- ensure staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- provide and annually review a centre policy on the use of word processors in exams and assessments

Word processor policy

See Appendix 3 – ensure criteria for candidates allowed separate invigilation within the centre is clear, meets the requirements of JCQ access arrangements and best meets the needs of individual candidates and remaining candidates in main exam rooms

18. Separate invigilation within the centre

Criteria: (as in JCQ AA)

- Cognition and Learning Needs.
- Communication and interaction needs.
- Sensory and Physical Needs
- Candidates with Social, Mental and Emotional Needs
- All identified by SENCO and SLT.

SLT, SLs, Teaching staff will: determining and implementing appropriate access arrangements

19. Internal assessment

The Head Teacher will ensure:

- an internal appeals procedure is in place for a candidate (or parent/carer) to appeal against an internal assessment decision
- a policy for the management of controlled assessment is in place, identifying staff responsibilities and examining potential risks

20. Controlled assessment policy

See Appendix 4 – irregularities are investigated, and any cases of suspected malpractice reported to the awarding body, as required

SLT will ensure:

- teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set, conduct, mark and authenticate candidates' work
- a process of internal moderation and standardisation is in place

SLs will ensure:

- teaching staff delivering GCSE qualifications follow instructions for conducting controlled assessment <http://www.jcq.org.uk/exams-office/controlled-assessments/> and subject-specific information where provided by the awarding body
- teaching staff delivering GCE, Entry Level or Project qualifications follow instructions for conducting coursework <http://www.jcq.org.uk/exams-office/coursework/> and subject-specific information where provided by the awarding body
- for other qualifications, teaching staff follow appropriate instructions issued by the awarding body

Teaching staff will ensure:

- appropriate instructions for conducting internal assessment are followed
- candidates are aware of JCQ or awarding body information for candidates on producing work that is internally assessed

21. Invigilation

The EO will:

- provide an annual training event for new invigilators and an update event for invigilators in the conduct of exams
- ensure invigilators supervising access arrangement candidates understand their role (and the role of a role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- collect evaluation of training to inform future event.

22. Entries

The term 'entries' is used to describe entry/registration information for internally and externally assessed components, and certification of qualifications against which a result will be reported.

23. Estimated entries

The EO will:

- request estimated or early entry information, where this may be required by awarding bodies, from SLs in a timely manner to ensure awarding body external deadlines for submission can be met

Estimated entries collection and submission procedure

- Exams Officer sends e mail to the relevant Subject leaders requesting the information and a deadline set for return.
- SLT check and sign to confirm information is correct.
- Exams Officer returns estimated entries via online submission.

SLs will:

- provide information requested by the EO to the internal deadline
- inform the EO immediately of any subsequent changes to information

24. Final entries

The EO will:

- request final entry information from SLs in a timely manner to ensure awarding body external deadlines for submission can be met
- inform SLs of subsequent deadlines for making changes to final entry information without charge
- confirm with SLs final entry information that has been submitted to awarding bodies
- ensure as far as possible that entry processes minimise the risk of entries or registrations being missed and reduce the potential for late or other penalty fees being charged by awarding bodies

25. Final entries collection and submission procedure

- Exams Officer sets up mark sheets for entry. Subject Leaders access and complete entries using assessment (SIMs). SLT check to confirm information is correct.
- Exams Officer prints off mark sheets and sends to Subject Leaders with instructions for them to confirm accuracy.
- Exams Officer returns entries via EDI.

SLs will:

- provide information requested by the EO to the internal deadline
- inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes:
 - *changes to candidate personal details*
 - *amendments to existing entries*
 - *withdrawals of existing entries*
- check final entry submission information provided by the EO and confirm information is correct

26. Entry fees

The Exams budget is managed by the SLT lead in liaison with the Exams Officer. The Exams Officer is a member of the 'Exams Office' and is able to access CPD through this organisation. The Exams Officer is also a member of a local network group. This training, enables the Exams Officer to organise the examinations process in a more efficient way:

- Ensuring exam submissions are timely and accurate is a key principle of an effective budget.
- Ensuring examination equipment is stored and well maintained.
- Ensuring access arrangements are planned efficiently and are cost effective.

27. Late entries

The EO will:

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

SLs will:

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

28. Re-sit entries

Appendix 6 – Re-sit decisions will be made in consultation with candidates, Subject leaders, Exams Officer and Head Teacher.

29. Private candidates

- The Exams Officer has an overview of the number of Private candidates.
- All private candidates are taught at the centre and follow qualifications as followed by other candidates at the centre.
- All controlled assessment follows centre procedures.
- Access arrangements (if required), are arranged either via the centre or the establishment where they are registered. Evidence is requested by the centre before access arrangements are put in place.
- Results are disseminated in the following ways:
 - *Emailed to Exams Officer at candidates centre on the download day (establishment they are registered at)*
 - *Candidate collects from centre on results day.*

30. Transfer of credit

The EO will:

- provide information to relevant centre staff/candidates on transferring credit for GCE AS qualifications
- meet the awarding body deadline for requesting transfer of credit

“The transfer of credit process will not apply to new linear GCE A-level specifications being introduced for first teaching in England from 1 September 2015 onwards.” [JCQ GCE AS Transfer of Credit arrangements 2015/2016]

Teaching staff will:

- identify affected candidates to the EO

31. Candidate statements of entry

The EO will:

- provide candidates with statements of entry for checking

Teaching staff will:

- ensure candidates check statements of entry and return any relevant confirmation required to the EO

Candidates (or parents/carers) will:

- confirm entry information is correct or notify the EO of any discrepancies

Pre-exams

32. Access arrangements

The SENCo will:

- allocate centre staff to facilitate access arrangements for candidates in exams and assessments
- ensure candidates are informed of the access arrangements that are in place for their exams and assessments

33. Briefing candidates

Before exams the EO will:

- issue individual exam timetable information to candidates
- issue relevant JCQ information for candidates
- where relevant, issue awarding body information to candidates
- issue centre exam information to candidates which will include information on:
 - *exam clashes*
 - *arriving late for an exam*
 - *absence or illness during exams*
 - *what equipment is/is not provided by the centre*
 - *when results and certificates will be issued*
 - *the post-results services and how the centre will “... deal with candidates ‘access to scripts, enquiries about results and appeals to the awarding bodies...”* [JCQ GR 5]

34. Dispatch of exam scripts

The EO will:

- identify and confirm arrangements for the dispatch of candidate exam scripts with the DfE 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

35. Estimated grades

SLs will:

- ensure teaching staff provide estimated grade information to the EO to the internal deadline (where this still may be required by the awarding body)

The EO will:

- submit estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- keep a record to track what has been sent

36. Internal assessment

SLs will ensure:

- teaching staff provide marks for internally assessed components of qualifications to the EO to the internal deadline
- teaching staff authenticate candidates' work as per awarding body requirements
- teaching staff provide required samples of work for moderation to the EO to the internal deadline

The EO will:

- submit marks and samples to awarding bodies/moderators to meet the external deadline
- keep a record to track what has been sent
- log moderated work returned to the centre
- teaching staff are aware of the guidelines in terms of retention and subsequent disposal of candidates' work

Candidates will:

- authenticate their work as required by the awarding body

37. Invigilation

The EO will:

- provide an invigilation handbook or brief invigilators accordingly
- deploy invigilators effectively to exam rooms throughout an exam series
- allocate invigilators to exam rooms as per the required ratios
- facilitate the invigilation of access arrangement candidates

The SENCo will:

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

Invigilators will:

- provide information as requested on their availability to invigilate throughout an exam series

38. JCQ inspection visit

A member of SLT or the EO will:

- be prepared "to accompany the Inspector throughout the course of his or her centre visit, including inspection of the centre's secure storage facility." [JCQ ICE Introduction]

39. Seating and identifying candidates in exam rooms

The EO will:

- ensure a procedure is in place to verify candidate identity

40. Verifying candidate identity procedure

- Senior members of centre staff who have been authorised by the Head Teacher may be present at the start of the examination to assist with the identification of candidates.
- Seating plan and attendance register in place outside and inside the examinations room.
- ID cards with name and candidate number placed on individual candidates' desk.
- ensure that invigilators are aware of the procedure
- provide seating plans for exam rooms as per JCQ and awarding body requirements

Invigilators will:

- follow the procedure for verifying candidate identity provided by the EO
- seat candidates in exam rooms as instructed by the EO/in the seating plan

41. Security of exam materials

The EO will:

- have a process in place to record confidential materials delivered to the centre and issued to authorised staff
- have in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- receive, check and securely store question papers and other exam materials as per JCQ and awarding body requirements

Reception staff will:

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

Teaching staff will:

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

42. Timetabling and rooming

The EO will:

- produce a master centre exam timetable for each exam series
- identify and resolve candidate exam clashes
- identify exam rooms and specialist equipment requirements
- allocate invigilators to exam rooms as per the required ratios
- liaise with site staff to ensure exam rooms are set up as per JCQ and awarding body requirements
- liaise with the SENCo regarding rooming of access arrangement candidates

The SENCo will:

- liaise with the EO regarding rooming of access arrangement candidates

Site staff will:

- liaise with the EO to ensure exam rooms are set up as per JCQ and awarding body requirements Transferred candidate arrangements

The EO will:

- liaise with the host or entering centre, as required
- process requests to the awarding body deadline
- where relevant (for an internal candidate) inform the candidate of the arrangements that have been made for their transferred candidate arrangements

43. Internal exams

The EO will:

- prepare for the conduct of internal exams under external conditions

- provide a centre exam timetable of subjects and rooms
- provide seating plans for exam rooms
- request internal exam papers from teaching staff
- arrange invigilation

The SENCo will:

- liaise with teaching staff to make appropriate arrangements for access arrangement candidates

Teaching staff will:

- provide exam papers and materials to the EO
- support the SENCo in making appropriate arrangements for access arrangement candidates

Exam time

44. Access arrangements

The EO will:

- provide cover sheets for access arrangement candidates' scripts where required for particular access arrangements
- have a process in place to deal with emergency access arrangements as they arise at the time of exams
 - *apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO*

Candidate absence

45. Candidate absence policy

Invigilators will:

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

Candidates will:

1. be re-charged relevant entry fees for unauthorised absence from exams

46. Candidate behaviour

See Irregularities below.

47. Candidate belongings

See unauthorised materials below.

48. Candidate late arrival

The EO will:

- ensure that candidates who arrive very late for an exam are reported to the awarding body as soon as practically possible after the exam has taken place
- warn candidates that their work may not be accepted by the awarding body

Invigilators will:

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

49. Candidate late arrival policy

- On completion of attendance register, absentees receive a phone call home by the Exams Officer, usually within ten minutes of the start of the exam. If an absent candidate arrives within the first hour of the exam start time, they will then be given the full time to complete their exam.
- Candidates who arrive later than one hour after the start time of the exam will not be able to sit their exam.

- Candidates considered as 'very late' (dependent upon length of exam), can complete the exam and their script will be sent in the normal way. Within seven days of the exam a JCQ/VLA form will be completed.
- Candidates who arrive late (within the first hour of start time, for an exam over one hour long), will be allowed to sit the exam, but the impact on the other candidates will be taken into consideration in terms of the arrangements to do so. The late candidate will be under supervision at all times.

50. Conducting exams

The Head Teacher will:

- ensure venues used for conducting exams meet the requirements of JCQ and awarding bodies

The EO will:

- ensure exams are conducted as per JCQ and awarding body instructions

51. Dispatch of exam scripts

The EO will:

- dispatch scripts as instructed by JCQ and awarding bodies
- keep appropriate records to track dispatch

52. Exam papers and materials

The EO will:

- organise exam question papers and associated confidential resources in date order in secure storage
- attach erratum notices received to relevant exam question paper packets
- collate attendance registers and examiner details in date order
- regularly check mail or inbox for updates from awarding bodies

53. Exam rooms

The Head Teacher will:

- ensure only approved centre staff are present in exam rooms
- ensure that information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

54. Food and drink in exam rooms

The only drinks allowed into the examination room is water in a clear, unlabelled bottle. No food is permitted in the examination room.

The EO will:

- ensure exam rooms are set up as required in the regulations
- provide invigilators with appropriate resources to effectively conduct exams
- ensure sole invigilators have an appropriate means of summoning assistance
- ensure invigilators understand how to deal with candidates who may need to leave the exam room temporarily

SLT will:

- ensure a documented emergency evacuation procedure is in place

55. Emergency evacuation procedure

See Appendix 6

The EO will:

- ensure exam rooms are set up as instructed by JCQ and awarding bodies
- provide authorised exam materials which candidates are not expected to provide themselves
- brief invigilators on exams to be conducted on a session by session basis
- ensure invigilators and candidates are aware of the emergency evacuation procedure

Site staff will:

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

Invigilators will:

- conduct exams in every exam room as instructed in training/update events and briefing sessions

Candidates will:

- be required to remain in the exam room for the full duration of the exam

56. Irregularities

The Head Teacher will:

- ensure any cases of suspected malpractice (by centre staff, candidates, invigilators) are investigated and reported to the awarding body as required

SLT will:

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

The EO will:

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

Invigilators will:

- record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation)

57. Malpractice

See Irregularities above.

58. Special consideration

The EO will:

- process appropriate requests for special consideration to awarding bodies
- gather evidence which may need to be provided by other staff in centre or candidates
- submit to awarding bodies to the external deadline

Candidates will:

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

59. Unauthorised materials

Arrangements for unauthorised materials taken into the exam room

On entry to the examination room, candidates leave their belongings at the back of the examination room

Only permitted items are allowed to be taken to the exams desk.

Candidates are reminded at the start of the exam, that JCQ unauthorised items are not to be brought into the examination room and a final opportunity to hand them in is given.

Invigilators will:

- be informed of the arrangements through training

60. Internal exams

The EO will:

- brief invigilators on conducting internal exams
- return candidate scripts to teaching staff for marking

Invigilators will:

- conduct internal exams as briefed by the EO

Results and post-results

61. Internal assessment

SLs will ensure:

- teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- work is returned to candidates or disposed of according to the requirements Managing results day(s)

SLT will:

- identify centre staff who will be involved in the main summer results day(s) and their role

Site staff will:

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

62. Accessing results

The EO will:

- inform candidates in advance of when and how results will be released to them
- access results from awarding bodies under restricted release of results, where this is provided by the awarding body
- resolve any missing or incomplete results with awarding bodies
- issue statements of results to candidates on publication of results
- provide summaries of results for relevant centre staff on publication of results

63. Post-results services

The EO will:

- provide information to candidates and staff on the services provided by awarding bodies and the fees charged
- publish internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- provide a process to record requests for services and collect candidate informed consent and fees where relevant
- submit requests to awarding bodies to meet the external deadline
- track requests to conclusion and inform candidates and relevant centre staff of outcomes
- update centre results information, where applicable

The Head Teacher will:

- ensure an internal appeals procedure is available where candidates disagree with the centre decision:
 - *not to support an enquiry about results*
 - *not to appeal against the outcome of an enquiry about results*

Teaching staff will:

- meet internal deadlines to request the services and gain relevant candidate informed consent
- identify the budget to which fees should be charged

Candidates will:

- meet internal deadlines to request the services
- provide informed consent and fees, where relevant

64. Analysis of results

Following the publication of results, the [insert title] will:

- provide analysis of results to appropriate centre staff
- provide results information to external organisations where required
- undertake the Key Stage 4/16-18 Performance Tables checking exercise

65. Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed. The process for issuing certificates to candidates is:

66. Issue of certificates procedure

- The Exams Officer manages the issuing of certificates.
- Exams Officer checks and collates the individual candidate's certificates and then posts them registered post. Each envelope is stamped with school name and address for Royal Mail to return if necessary.

Candidates may:

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

67. Retention of certificates policy

The Exams Officer manages the retention of unclaimed or uncollected certificates. The certificates are stored in the secure exams cupboard until the candidate collects them.

68. Review

The EO will:

- provide SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- collect and evaluate feedback from staff, candidates and invigilators to inform review

SLT will:

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

69. Retention of records

The EO will:

- keep records as required by JCQ and awarding bodies for the required period
- keep records as required by the centre's records management policy
- provide an exam archiving policy that identifies information held, retention period and method of disposal

70. Exam archiving policy

All examination materials are stored in the secure examination's cupboard.

71. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed. It will be approved by the governing board

Impact of non-compliance for:

Staff: Disciplinary action
Student: Not applicable
Legislation/organisational: Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead: Headteacher/Director of Schools
Policy Reference: ELWS-OPR-017
Version: 2
Agreed policy location: DatabridgeMIS and Company Webpage
Does the policy require Governor approval? No

Approval

<p>Written by Ed Hanley 01/09/2020</p>  <p>Assistant Headteacher</p>	<p>Approved by Tony Brown 01/09/2020</p>  <p>CEO</p>	<p>Counter Signatory Richard King 01/09/2020</p>  <p>Director of Schools, Pre 16 Education</p>
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Version Control

Version	Date	Revision	Review Date
1	01/09/2019	First Issue	31/08/2020
2	01/09/2020	Review	31/08/2021
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Appendix 1 – Exam Contingency Plan

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

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

This plan also confirms Expanse Learning Wigan School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2019-2020) that the centre; “has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.

The examination contingency plan must be readily available for inspection purposes;
(The examination contingency plan should also reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency)” [JCQ General regulations for approved centres5.3]

The Exams Officer maintains a week by week schedule of tasks that need to be done in the Exams Diary. This can be accessed by the Head of Centre or Head of School at any time. The Exams Officer keeps relevant manuals that might be required at any time throughout the year. These can be accessed by the Head of Centre or Head of School at any time.

The Head of Centre and Head of School have access to the Exams Organiser software in order to make entries. Subject leaders and Heads of Faculty will be asked to check entries in good time of entry deadlines.

Coursework

Where applicable the subject leader is aware of the deadline and the data that has to be submitted. The Head of Centre will submit coursework marks and check that coursework samples are sent by subject leaders by the required dates.

In case of absence, the Examinations Officer will inform the Head of Centre in good time so that the smooth running of examinations can be ensured. A folder will be made up during each exam period detailing which exams are taking place and when with seating plans, access arrangements information, rooms, candidate lists, attendance registers and invigilator lists and can be found in the exams office clearly labelled.

Exam Papers

The Examinations Officer and Head of Centre have access to the keys to the secure exam storage cupboard. Exam papers are set out in the secure storage cupboards in date order so that the following day’s exam papers are always easily found. Exam packets may need to be opened and re-packed if an exam is taking place in more than one room. This must be witnessed by a 2nd person to check that the correct envelope is being opened – check JCQ guidelines for how far in advance of the exam this may be done.

Script despatch

Scripts must be packed and either taken to reception for collection in the afternoon or locked up in the exam’s storage room in the secure cupboards (if it is too late for that day’s collection). Parcelforce collect scripts between 12.30 pm and 4.00 pm the attendance registers/seating plans/access documents are stored on the shelves in the exams office in labelled folders – these must be ticked and signed. One copy goes into the envelope with the scripts. Envelopes are stored in the exam’s office in the top cupboards. A yellow label must be stuck on the envelope – this will be in the file marked “Examiner Address Labels”. A Parcelforce despatch sheet must be completed - these will be in the file marked “Exam Despatch Log”.

Results - the Head of Centre will access results using the manuals in the exams office.

The Exams Officer will closely monitor the access arrangement process in the event of the SENCo having an extended absence. The Inclusion Co-ordinator will liaise with the Head of Centre and centre staff regarding the identification and approval of access arrangements and collation of evidence. Specialist advice will be sought from outside agencies if the need arises.

The Exams Officer will closely monitor the key tasks undertaken by teaching staff and will liaise with the Head of Centre and other centre staff regarding entry information. The Head of Centre and Head of School will monitor the progress of non-examination tasks, coursework marks and internal assessment marks and ensure steps are put in place to complete these and inform candidates of these within the appropriate timescales. Awarding bodies will be informed of any potential issues as soon as possible.

In the unforeseen event of the centre is unable to recruit and train sufficient invigilators, support staff within school will be trained and released to conduct exams. Invigilators are given their timetables in advance and should all report to the exam's office on arrival. The folder will detail where they are meant to be and with which candidates. Invigilators' hours are organised by the Exams Officer. If an invigilator does not turn up for any reason a member of SLT will stand in for them.

If there is an unexpected incident at exam time preventing the use of a room, the Head of Centre will liaise with other local schools to accommodate the exam. Special consideration will be applied for and the students kept secure for the duration of the delay.

In the event of a MIS system failure at crucial times during the exam cycle the ICT Manager will be informed as soon as possible and every step will be taken to reinstate the MIS to working condition. Exam boards will be notified in good time and steps will be taken to continue proceedings using manual systems.

If the fire alarm sounds the exams officer will immediately enter the main exam room and note the time of the alarm. The head of centre will liaise with the exams officer regarding the necessity for stopping the exam and evacuating the building. If the need arises for an evacuation, the normal school Fire Evacuation Procedures for examinations will apply:

1. Candidates will stop writing, place their papers face down on the desk.
2. The Exams Officer will remind the candidates of the need to remain in silence and not communicate with any other candidate.
3. Candidates will evacuate the room one row at a time via the fire exit door from the hall. They will take their desk labels with them for identification purposes.
4. One invigilator will go with the first group of students and the second (if available) will go with the second group of students. The first invigilator will take the internal attendance register with him/her.
5. The Exams Officer will be the last to leave the room, having secured the evacuation of all candidates and the room.
6. Candidates will proceed to the designated area and line up in exam room order, leaving adequate space between rows and columns to maintain the security of the exam.
7. The first invigilator will take the register (with the aid of the desk labels for identification) and remind candidates not to communicate with the rest of the school who will be lined up away from them.
8. The Exams Officer will report to the Head of Centre when all students are accounted for.

Returning to the Exam Room:

9. Candidates will return to the exam room in reverse order. The Exams Officer will go with the first group of students and the second invigilator (if available) will go with the second group and the first invigilator with the last group of candidates.
10. In assessing whether or not to continue the exam the Exams Officer will liaise with the Head of Centre (or his/her nominated deputy) as to whether or not the session will continue. The Head of Centre (or his/her nominated deputy) will take the following factors into consideration:
 - *The length of time that has passed since the official start time*

- *Whether the minimum time for remaining the examination has passed to maintain the integrity of the exam.*
 - *The amount of time left to complete the exam(s)*
 - *Whether there is sufficient time to complete the exam before another session starts.*
 - *Whether continuing the exam will take candidates over the session limit of 3 hours, taking particular care to consider candidates with access arrangements which include extra time. If the Head of Centre (or his/her nominated deputy) are satisfied that the above conditions have not been breached, he/she will ask the Exams Officer to continue the exam.*
11. The Exams Officer will ask all candidates to mark their work with an Asterisk (star) so that the exam board can identify where the candidates' concentration was disturbed.
 12. The candidates will continue with the exam and be given the full allocated amount of time (including stoppage) for the completion of the exam.
 13. Scripts will be submitted to the exam board in the usual manner at the end of the exam.
 14. The Exams Officer will apply for special consideration for all affected candidates.
 15. If the above conditions cannot be met the Exams Officer will liaise with the Head of Centre regarding a decision to abandon the session. If the session is to be abandoned, this will be either:
 - *Because of consideration of the criteria above,*
 - *Because re-entry to the premises cannot be secured*
 - *Because the risk of communication between candidates, the validation of the exam cannot be guaranteed.*
 16. The Exams Officer will contact the Exam Board at the first opportunity and then apply for Special Consideration of all affected candidates.
 17. Partially completed papers will be sent to the exam board by the usual means if requested. If Evacuation is unnecessary: The Exams Officer will apply procedures (11) – (15) above providing the conditions in (10) above can be guaranteed.

ALL OTHER EXAM ROOMS IN USE AT THE SAME TIME AS THE EXAM ROOM

18. The Invigilator in charge of the room will follow procedures (1) – (7) above, immediately evacuating the room and accompanying the candidates to the designated area.
19. The Invigilator will wait for further instruction from the Exams Officer who will communicate with the Invigilator at the earliest opportunity.
20. The Exams Officer will apply procedures (8) and (10) – (17) above.

Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of the centre to prepare students, as usual, for examinations. In case of modular courses, centres may advise candidates to sit examinations in an alternative series. Centres should have plans in place to facilitate alternative methods of learning.

Students can be admitted into the exams room up to 1 hour after published start of exam when the exam is over 1 hr duration. If they cannot attend the exam students can be given the opportunity to sit the exam at the next available series and/or special consideration can be applied if the adverse circumstances are beyond their control and if the student has met the minimum requirements.

Candidates are unable to site their exam due to a power outage in the exam room Centre actions Site Manager and ICT Manager informed as soon as possible. Re-room the exam to rooms with power if possible. Start the exam late within JCQ regulations if power is restored. Special consideration to be applied for only if external examinations cannot be taken, and it is the final exam opportunity for the students concerned before cash-in. To be completed within 7 days of exam date.

If there are timetabled examinations scheduled on a day when the Head Teacher decides that the school should be closed to staff and students, the following procedures will be implemented: The school has a team of staff who, should conditions allow, are able to come to school to ensure that timetabled exams may go ahead. In such an eventuality, the school as an examination centre will only open to candidates sitting timetabled GCSE written

examinations. In order that the school can ensure the correct administration of exams, the team has to include the Exams Officer or a suitably trained member of leadership team. If these members of staff are not able to get into school the scheduled exam(s) will not run.

In line with JCQ (Joint Council for Qualifications) guidance, the school will endeavour to be open and, where conditions allow, timetabled examinations will go ahead. If the start of the exam is delayed candidates will be isolated and the exam board will be notified. Special consideration may be applied.

Advice and recommendations from the JCQ state: “Wherever possible, the examinations should be conducted according to the centre’s published examination timetable” and “it is important to note that rescheduling the examinations is not an option due to the consequences that it would have across the system” In the event that weather is adverse and the school is closed on a day of a scheduled public examination the Head Teacher will assess the possibility of key staff being able to attend. If he is confident that key staff are able to be in attendance and that the exam will run. The school website will be updated to show timetabled examinations are still going ahead and advising of any revised start times. Start times may be delayed for morning exams if a number of candidates are late (permission will be sought from relevant awarding bodies).

All candidates are expected to make the effort to come in and sit their examination. The decisions regarding travelling to school for an exam rest with individual families taking consideration of the weather and road conditions locally to them. If a candidate is unable to get into school on an exam day as a result of inclement weather, it is imperative that families contact the school as soon as possible to explain that this has occurred. If the head teacher were to take a decision that the school has to close, as it is unsafe to open, we would notify the exam board that we had been unable to run the exams that were scheduled for that day. If the school has to be closed for a prolonged period of time which may affect more than one examination, students may need to sit the exam at an alternative venue. Transport for students will be arranged as soon as possible, along with necessary other arrangements such as exam desks and secure transportation of papers.

In the event of the centre having to partially close they will:

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

Disruption to the distribution of examination papers to the centre in advance of examinations. The centre will contact the awarding organisation to:

- source alternative couriers for delivery of hard copies
- provide centres with electronic access to examination papers via a secure external network
- fax examination papers to centres if electronic transfer is not possible.

The examinations officer would ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such circumstances. As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date.

Disruption to the transportation of completed examination scripts The centre to communicate with relevant awarding organisations at the outset to resolve the issue The centre will, in the first instance, seek advice from awarding organisations and their normal collection agency regarding collection The centre will not make their own arrangements for transportation without approval from awarding organisations The centre will ensure secure storage of completed examination scripts until collection

If the centre is unable to access or distribute results, every effort will be made to make arrangements to access results at an alternative site and/or share facilities with other schools and colleges if possible The centre will also

contact the awarding organisations about alternative options The centre will arrange for the results to be collected from an alternative venue and communicate this to students via the school website and any other means possible The centre will arrange to make post results requests at an alternative location and contact relevant awarding organisations if electric post results requests are not possible.

Ofqual What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

You should prepare for possible disruption to exams and other assessments as part of your emergency planning and make sure your staff are aware of these plans... Disruption to assessments or exams In the absence of any instruction from the relevant awarding organisation, the school or college should assume that any exam or timetabled assessment should take place if it is possible for it to do so. This may mean having to locate alternative premises. If the exam or assessment cannot take place, or if a student misses an exam or loses their assessment due to an emergency or other event outside the control of the school or college, you should discuss alternative arrangements with your awarding organisation.

The school or college should consider the following steps

Exam planning

1. Review your contingency plan well in advance of each exam series.
2. Ensure that copies of question papers are received and stored under secure conditions.

In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether the school or college is able to open.
3. Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exams when planned.
5. Communicate with parents, carers and students regarding any changes to the exam timetable.
6. Advise students, where appropriate, to sit exams in the next available series.

After the exam

1. Consider whether students may be eligible for special consideration.
2. Ensure that scripts are stored under secure conditions.
3. Return scripts to awarding organisations in line with their instructions.

Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

The awarding organisation should take the following steps

Exam planning

1. Establish and maintain and at all times comply with an up to date written contingency plan.
2. Ensure that the arrangements in place centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

In the event of disruption

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions). Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.

5. Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners

After the exam.

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

If any student misses an exam or are disadvantaged by the disruption If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:

- JCQ's guidance on special considerations
- FAB's guidance on special considerations

Wider Communication

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders. The Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education. Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

Widespread national disruption.

In the event of widespread sustained national disruption, the government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables. [Ofqual guidance extract taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted, (updated 23 January 2018)

<https://www.gov.uk/government/publications/exam-system-contingency-planengland-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriouslydisrupted>

qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at:

<https://www.gov.uk/government/publications/exam-system-contingency-planengland-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-areseriously-disrupted>

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

The awarding bodies have designated **** as a 'contingency day' for examinations. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystem-contingency-plan-england-wales-and-northernireland>

The designation of a 'contingency day' within the common examination timetable is in the event of national or local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations. Centres must therefore remind candidates that they must remain available until **** 2021 should an awarding body need to invoke its contingency plan.

[JCQ guidance taken directly from JCQ Instructions for conducting examinations 2018-2019

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency Planning]

Appendix 2 – Internal Appeals Procedure

Appeals against internal assessment decisions (Centre assessed marks)

This procedure confirms Expanse Learning Wigan School’s compliance with JCQ’s General Regulations for Approved Centres 2018-2019, section 5.7 that the centre has in place “a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates” and that the centre “must inform candidates of their centre assessed marks.

A candidate is allowed to request a review of the centre’s marking before marks are submitted to the awarding body.” Certain components of GCSE and GCE (legacy GCE coursework, GCE and GCSE nonexamination assessments) and other qualifications that contribute to the final grade of the qualification are internally assessed (marked) by the centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Deadlines for the submission of marks (Summer 2021 exam series)

Given the current uncertainty around the status of the exam series summer 2021 will mean that this section of the policy will be updated when certain information is received from the examination boards.

Expanse Learning Wigan School is committed to ensuring that whenever its staff marks candidates’ work this is done fairly, consistently and in accordance with the awarding body’s specification and subject-specific associated documents.

Expanse Learning Wigan School ensures that all centre staff follow a robust Non-examination assessment policy (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCSE, BTEC and ELC, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates’ work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Expanse Learning Wigan School 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.

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

Expanse Learning Wigan School will:

1. 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. inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre’s marking of the assessment. This must be done within 24 hours of receiving their centre assessed marks.
3. having received a request for copies of materials, promptly make them available to the candidate within 2 working days.
4. provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision (up to 3 working days).

5. provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must initially be made verbally to the Examinations Officer within 24 hours and immediately followed up in writing within 3 working days of receiving copies of the requested materials by completing the Internal Appeals Form. Please note that appeals WIL NOT be undertaken unless the Internal Appeals Form has been completed and returned within the set timeframe.
6. allow up to 5 working days 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. 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. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. inform the candidate in writing of the outcome of the review of the centre's marking.

The outcome of the review of the centre's marking will be made known to the Head of Centre.

A written record of the review will be kept and made available to the awarding body upon request. The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review.

The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional. The procedure is quoted directly from the JCQ publication Reviews of marking (centre assessed marks) suggested template for centres.

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

This procedure confirms Expanse Learning Wigan School's compliance with JCQ's General Regulations for Approved Centres 2020-2021, that the centre has in place:

"a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer. Candidates are also informed of the arrangements for post-results services before they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results. Details of the post-result service will be issued to candidates together with their 'Individual Candidate Timetable'.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, a review of the result may be requested. Reviews of Results (RoRs) offers three services.

Service 1 – clerical re-check;

Service 2 – review of marking;

Service 3 – review of moderation (this service is not available to an individual candidate).

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

If a concern is raised about a particular examination result, the curriculum leader will investigate the feasibility of requesting a review supported by the centre. Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate RoR fee to the centre, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review, an internal appeal can be submitted to the centre by completing the internal appeals form at least

5 calendar days prior to the internal deadline for submitting a request for a review.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting a RoR. Following the RoR outcome, an external appeals process is available if the Head of Centre remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal. Where the Head of Centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet.

Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The Internal Appeals Form should be completed and submitted to the centre within 5 calendar days of the notification of the outcome of the RoR. Subject to the Head of Centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the Exams Officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Appendix 3 – Word Processor Policy

The Use of Word Processors.

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 and Instructions for conducting examinations.

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2015/16* and ICE to JCQ *Instructions for conducting examinations 2020/21*.

Principles for using a word processor

Expansive Learning Wigan School 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 disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties;
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

- The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework;
- 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 as 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

(AA 5.8.1)

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

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

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.
- 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

Expansive Learning Wigan School 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

Expansive Learning Wigan School further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- 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.

Accommodating word processors in examinations

The use of word processors are internally accommodated in the following manner:

- Word processors are used by candidates in the main venue or Learning Skills Department.
- Invigilation arrangements relating to the use of word processors include the following:
- Invigilation arrangements are in place to monitor the use of word processors.

Appendix 4 – Controlled Assessment Policy and risk management.

This notice has been produced on behalf of: AQA, OCR, Pearson and WJEC.

Information for candidates: non-examination assessments.

This document tells you about some things that you must and must not do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed these regulations. If there is anything that you do not understand, you must ask your teacher.

Preparing your work – good practice If you receive help and guidance from someone other than your teacher, you must tell your teacher who will then record the nature of the assistance given to you. If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you must describe in your own words how that data was obtained and you must independently draw your own conclusions from the data. You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need. Do not be tempted to use pre-prepared on-line solutions — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying. You must not write inappropriate, offensive or obscene material.

2 Research and using references In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedia's, journals, TV, radio and on the internet. Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work. The regulations state that: the work which you submit for assessment must be your own; you must not copy from someone else or allow another candidate to copy from you. When producing a piece of work, if you use the same wording as a published source you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, pg.29. For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line.

For example: <http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2020.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Curran, J. Mass Media and Society (Hodder Arnold, 2005). If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Plagiarism.

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously. Do not think you will not be caught; there are many ways to detect plagiarism.

- ♣ Markers can spot changes in the style of writing and use of language.
- ♣ Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read or seen the source you are using, or even marked the work you have copied from!
- ♣ Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations.

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- ♣ the piece of work will be awarded zero marks;
- ♣ you will be disqualified from that component for the examination series in question;
- ♣ you will be disqualified from the whole subject for that examination series;
- ♣ you will be disqualified from all subjects and barred from entering again for a period of time. The awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK ©2019 – Effective from 1 September 2019

Appendix 5 – Malpractice in Examinations & Assessment

Expansive Learning Wigan School Malpractice Policy

This policy should be read in conjunction with other related policies including:

- *Expansive Learning Wigan School's Examinations Policy*
- *Expansive Learning Wigan School's Controlled Assessment Policy*
- *JCQ's Suspected Malpractice in Examinations and Assessments Policy*

and the appropriate Malpractice Forms submitted as appropriate and within any timescales contained therein.

Expansive Learning Wigan School treats all cases of suspected malpractice very seriously and will investigate all suspected and reported incidents of possible malpractice. The purpose of this Policy [*and Procedure*] is to set out how allegations of malpractice in relation to all qualifications are dealt with. The scope of the policy is to provide:

- A definition of malpractice
- Examples of student and School malpractice and maladministration
- Possible sanctions that may be imposed in cases of malpractice

The term 'malpractice' in this policy is used for both malpractice and maladministration.

1. Introduction

1.1. For the purpose of this document 'malpractice' is defined as:

Any act, or failure to act, that threatens or compromises the integrity of the assessment process or the validity of qualifications and their certification. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or documents for any reason connected to the award of qualifications; acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of Expansive Learning Wigan School, its officers and employees.

1.2. Expansive Learning Wigan School will report all relevant cases of suspected malpractice to Awarding Bodies, accepting that in certain circumstances Awarding Bodies may take action of its own, including imposing sanctions.

2. Malpractice by students

2.1 Some examples of student malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

2.1.1 Obtaining examination or assessment material without authorisation.

2.1.2 Arranging for an individual other than the student to sit an assessment or to submit an assignment not undertaken by the student.

2.1.3 Impersonating another student to sit an assessment or to submit an assignment on their behalf.

2.1.4 Collaborating with another student or individual, by any means, to complete a coursework assignment or assessment, unless it has been clearly stated that such collaboration is permitted.

2.1.5 Damaging another student's work.

2.1.6 Inclusion of inappropriate or offensive material in controlled assessment scripts.

- 2.1.7 Failure to comply with published awarding bodies' examination regulations.
- 2.1.8 Disruptive behaviour or unacceptable conduct, including the use of offensive language, at the school or other linked assessment venue (including aggressive or offensive language or behaviour).
- 2.1.9 Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
 - a) Personal identification;
 - b) Supporting evidence provided for reasonable adjustment or special consideration applications;
 - c) Awarding bodies results documentation, including certificates.

2.1.10 Falsely obtaining, by any means, an awarding bodies' certificate.

2.1.11 Misrepresentation or plagiarism.

2.1.12 Fraudulent claims for special consideration while studying.

2.1.13 Possession of any materials not permitted in the assessment room, regardless of whether or not they are relevant to the assessment, or whether or not the student refers to them during the assessment process, for example notes, blank paper, electronic devices including mobile phones, smart watches, personal organisers, books, dictionaries / calculators (when prohibited).

2.1.14 Communicating in any form, for example verbally or electronically, with other students in the assessment room when it is prohibited.

2.1.15 Copying the work of another student or knowingly allowing another student to copy from their own work.

2.1.16 Failure to comply with instructions given by the assessment invigilator, including but not limited to: a) working beyond the allocated time;

b) refusing to hand in assessment script / paper when requested;

c) not adhering to warnings relating to conduct during the assessment.

3. Malpractice by ExpansE Learning Wigan School's employees and stakeholders

3.1. Examples of malpractice by, teachers, tutors and other officers, (*including, where the centre is also an examination centre, invigilators and examination administrators*) are listed below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

3.1.1. Failure to adhere to the relevant awarding bodies' regulations and procedures, including those relating to centre approval, security undertaking and monitoring requirements as set out by awarding bodies.

3.1.2. Knowingly allowing an individual to impersonate a student.

3.1.3. Allowing a student to copy another student's assignment work or allowing a student to let their own work be copied.

3.1.4. Allowing students to work collaboratively during an assessment, unless specified in the assignment brief.

3.1.5. Completing an assessed assignment for a student or providing them with assistance beyond that 'normally' expected.

3.1.6. Damaging a student's work.

3.1.7. Disruptive behaviour or unacceptable conduct, including the use of offensive language (including aggressive or offensive language or behaviour).

3.1.8. Allowing disruptive behaviour or unacceptable conduct at the centre to go unchallenged, for example, aggressive or offensive language or behaviour.

3.1.9. Divulging any information relating to student performance and / or results to anyone other than the student.

3.1.10. Producing, using or allowing the use of forged or falsified documentation, including but not limited to:

a) Personal identification;

b) Supporting evidence provided for reasonable adjustment or special consideration applications; and

c) Awarding Bodies results documentation, including certificates.

3.1.11. Falsely obtaining by any means an awarding body certificate.

3.1.12. Failing to report a suspected case of student malpractice, including plagiarism, to awarding bodies.

3.1.13. Moving the time or date of a fixed examination.

3.1.14. Failure to keep examination question papers, examination scripts or other assessment materials secure, before during or after an examination.

3.1.15. Allowing a student to possess and / or use material or electronic devices that are not permitted in the examination room.

3.1.16. Allowing students to communicate by any means during an examination in breach of regulations. 3.1.17. Allowing a student to work beyond the allotted examination time.

3.1.18. Leaving students unsupervised during an examination.

3.1.19. Assisting or prompting candidates with the production of answers.

4. Possible malpractice sanctions

4.1. Following an investigation, if a case of malpractice is upheld, Expanse Learning Wigan School may impose sanctions or other penalties on the individual(s) concerned. Where relevant we will report the matter to awarding bodies and awarding bodies may impose one or more sanctions upon the individual(s) concerned. Any sanctions imposed will reflect the seriousness of the malpractice that has occurred.

4.2. Listed below are examples of sanctions that may be applied to a student, or to a teacher, tutor, invigilator or other officer who has had a case of malpractice upheld against them. Please note that:

i) This list is not exhaustive and other sanctions may be applied on a case-by-case basis.

ii) Where the malpractice affects examination performance, awarding bodies may impose sanctions of its own.

Possible centre sanctions that may be applied to students:

a) A written warning about future conduct.

b) Notification to an employer, regulator or the police.

c) Removal from the course.

Possible sanctions that may be applied to teachers, tutors invigilators, and other officers:

a) A written warning about future conduct.

b) Imposition of special conditions for the future involvement of the individual(s) in the conduct, teaching, supervision or administration of students and/or examinations.

c) Informing any other organisation known to employ the individual in relation to awarding body courses or examinations of the outcome of the case.

d) Expanse Learning Wigan School may carry out unannounced monitoring of the working practices of the individual(s) concerned.

e) Dismissal.

Procedure

5. Reporting a suspected case of malpractice

5.1. This process applies to, teachers, invigilators students and other centre staff, and to any reporting of malpractice by a third party or individual who wishes to remain anonymous.

5.2. Any case of suspected malpractice should be reported in the first instance to the Exams Officer.

5.3. A written report should then be sent to the person identified in 5.2, clearly identifying the factual information, including statements from other individuals involved and / or affected, any evidence obtained, and the actions that have been taken in relation to the incident.

5.4. Suspected malpractice must be reported as soon as possible to the person identified in 5.2, and at the latest within two working days from its discovery. Where the suspected malpractice has taken place in an examination, the incident be reported urgently and the appropriate steps taken as specified by awarding bodies.

5.5. Wherever possible, and provided other students are not disrupted by doing so, a student suspected of malpractice should be warned immediately that their actions may constitute malpractice, and that a report will be made to the centre.

5.6. In cases of suspected malpractice by Expanse Learning Wigan School teachers, invigilators and other officers, and any reporting of malpractice by a third party or individual who wishes to remain anonymous, the report made to the person in 5.2 it should include as much information as possible, including the following:

- a) The date time and place the alleged malpractice took place, if known.
- b) The name of the teacher, invigilator or other person(s) involved
- c) A description of the suspected malpractice;
- d) Any available supporting evidence.

5.7 In cases of suspected malpractice reported by a third party, or an individual who wishes to remain anonymous, Expanse Learning Wigan School will take all reasonable steps to authenticate the reported information and to investigate the alleged malpractice.

6. Administering suspected cases of malpractice

6.1. Expanse Learning Wigan School will investigate each case of suspected or reported malpractice relating to Awarding Body qualifications, to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances. We will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice, or to mitigate any adverse effect, as far as possible, and to correct it to make sure that any action necessary to maintain the integrity of awarding bodies qualifications and reputation is taken.

6.2. Expanse Learning Wigan School will acknowledge all reports of suspected malpractice within five working days. All of the parties involved in the case will then be contacted within 10 working days of receipt of the report detailing the suspected malpractice. We may also contact other individuals who may be able to provide evidence relevant to the case.

6.3. The individual(s) concerned will be informed of the following:

- a) That an investigation is going to take place, and the grounds for that investigation;
- b) Details of all the relevant timescales, and dates, where known;
- c) That they have a right to respond by providing a personal written response relating to the suspected malpractice (within 15 working days of the date of that letter);
- d) That, if malpractice is considered proven, sanctions may be imposed either by Expanse Learning Wigan School or by awarding bodies reflecting the seriousness of the case;
- e) That, if they are found guilty, they have the right to appeal.

f) That Expanse Learning Wigan School has a duty to inform awarding bodies and other relevant authorities / regulators, but only after time for the appeal has passed or the appeal process has been completed. This may also include informing the police if the law has been broken and to comply with any other appropriate legislation.

6.4. Where more than one individual is contacted regarding a case of suspected malpractice, for example in a case involving suspected collusion, we will contact each individual separately, and will not reveal personal data to any third party unless necessary for the purpose of the investigation.

6.5. The individual has a right to appeal against a malpractice outcome if they believe that the policy or procedure has not been followed properly or has been implemented to their detriment.

Appendix 6 - Emergency evacuation procedure

If the fire alarm sounds/or another emergency evacuation takes place, the exams officer will immediately enter the main exam room and note the time of the alarm. The head of centre will liaise with the exams officer regarding the necessity for stopping the exam and evacuating the building. If the need arises for an evacuation, the normal school Fire Evacuation Procedures for examinations will apply:

1. Candidates will stop writing, place their papers face down on the desk.
2. The Exams Officer will remind the candidates of the need to remain in silence and not communicate with any other candidate.
3. Candidates will evacuate the room one row at a time via the fire exit door from the hall. They will take their desk labels with them for identification purposes.
4. One invigilator will go with the first group of students and the second (if available) will go with the second group of students. The first invigilator will take the internal attendance register with him/her.
5. The Exams Officer will be the last to leave the room, having secured the evacuation of all candidates and the room.
6. Candidates will proceed to the designated area and line up in exam room order, leaving adequate space between rows and columns to maintain the security of the exam.
7. The first invigilator will take the register (with the aid of the desk labels for identification) and remind candidates not to communicate with the rest of the school who will be lined up away from them.
8. The Exams Officer will report to the Head of Centre when all students are accounted for.

Returning to the Exam Room:

9. Candidates will return to the exam room in reverse order. The Exams Officer will go with the first group of students and the second invigilator (if available) will go with the second group and the first invigilator with the last group of candidates.
10. In assessing whether or not to continue the exam the Exams Officer will liaise with the Head of Centre (or his/her nominated deputy) as to whether or not the session will continue. The Head of Centre (or his/her nominated deputy) will take the following factors into consideration:
 - The length of time that has passed since the official start time
 - Whether the minimum time for remaining the examination has passed to maintain the integrity of the exam.
 - The amount of time left to complete the exam(s) • Whether there is sufficient time to complete the exam before another session starts.
 - Whether continuing the exam will take candidates over the session limit of 3 hours, taking particular care to consider candidates with access arrangements which include extra time. If the Head of Centre (or his/her nominated deputy) are satisfied that the above conditions have not been breached, he/she will ask the Exams Officer to continue the exam.
11. The Exams Officer will ask all candidates to mark their work with an Asterisk (star) so that the exam board can identify where the candidates' concentration was disturbed.
12. The candidates will continue with the exam and be given the full allocated amount of time (including stoppage) for the completion of the exam.
13. Scripts will be submitted to the exam board in the usual manner at the end of the exam.
14. The Exams Officer will apply for special consideration for all affected candidates.
15. If the above conditions cannot be met the Exams Officer will liaise with the Head of Centre regarding a decision to abandon the session. If the session is to be abandoned, this will be either:
 - Because of consideration of the criteria above,
 - Because re-entry to the premises cannot be secured
 - Because the risk of communication between candidates, the validation of the exam cannot be guaranteed.
16. The Exams Officer will contact the Exam Board at the first opportunity and then apply for Special Consideration of all affected candidates.

17. Partially completed papers will be sent to the exam board by the usual means if requested. If Evacuation is unnecessary: The Exams Officer will apply procedures (11) – (15) above providing the conditions in (10) above can be guaranteed.

All OTHER EXAM ROOMS IN USE AT THE SAME TIME AS THE EXAM ROOM

18. The Invigilator in charge of the room will follow procedures (1) – (7) above, immediately evacuating the room and accompanying the candidates to the designated area.
19. The Invigilator will wait for further instruction from the Exams Officer who will communicate with the Invigilator at the earliest opportunity.
20. The Exams Officer will apply procedures (8) and (10) – (17) above.