



EXTERNAL EXAMS POLICY

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1) Introduction

The purpose of this exam policy is:

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

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. The exam policy will be reviewed annually. The exam policy will be reviewed by the Senior Leadership Team (SLT) and Governing Body.

References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2017-2018 and ICE to JCQ Instructions for conducting examinations 2017-2018.

2) Exam Responsibilities

Teachers are responsible for:

- Consulting students' Learning Support Plans and informing the relevant subject leader of special arrangements required for controlled assessment and external exams.
- Submission of candidates' names to Subject Leaders.
- Implement JCQ requirements for controlled assessments.
- Regularly assess, track and monitor pupil progress.
- Plan appropriate classroom based intervention to facilitate pupil progression.

Subject leaders are responsible for:

- Checking and signing exam entries for their courses.
- Liaising with the Exams Officer and SENCO with regards to provision.
- Accurate completion of coursework and controlled assessment mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- Submitting marks for all internally assessed work and work to be sent to moderator when requested.
- Informing candidates of internally assessed marks (where appropriate).
- Involvement in post-results procedures and analysis.

The SENCo is responsible for:

- Identification and testing of candidates to determine whether special access arrangements are necessary and at what level.
- Keeping special access arrangements up-to-date and available for all students taking examinations in that academic year.
- Liaising with the Exams Officer and other members of staff to ensure needs of SEND students are catered for.
- Completion of special dispensation forms.
- Arrangement for the provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment.
- Keeping subject teachers informed of candidates' special educational requirements and any special arrangements that may be required for completion of the course and the final exam.
- To help learners achieve their course aims.

The Exams Officer is responsible for:

- Administration of all things pertaining to exam courses.
- Liaise with the SENCo to provide suitable access arrangements (e.g. rooming and staffing). (For detailed breakdown of role and responsibilities, see job description).
- Invigilator recruitment and training.
- Distribute exam timetables for both external and internal exams once these are confirmed.
- Invigilator timetable throughout the examination period(s).

- Reporting all suspicions or actual incidents of malpractice. Refer to the JCQ (Joint Council for Qualifications) document '*suspected malpractice in examinations and assessments*'
- Ensures that JCQ examination requirements are adhered to and consistently maintained in all external examinations

Note there is a new requirement effective for Summer 2018 exams that exam papers to be opened in the presence of two colleagues.

Lead invigilator/invigilators are responsible for:

- Collection of exam papers and other material from the exams office before the start of the exam.
- Upholding JCQ examination guidelines in all examinations (including mock exams).
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates are responsible for:

- Checking they have been entered for the correct exam at the correct level and for informing their subject teacher if they feel a mistake has been made.
- Understanding controlled assessment and assignment regulations and signing a declaration that authenticates work as their own. (Plagiarism will result in the subject teacher establishing the nature of the plagiarism and taking appropriate action in conjunction with the Subject Leader and Exams Officer.)

3) Qualifications

The qualifications offered at this centre are decided by the Head of Centre and SLT in consultation with subject leaders.

All students following an exam course will be entered for the final exam unless agreed by SLT.

4) Entries, entry details and late entries

Candidates are selected for their exam entries by the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal. The Headteacher's decision on the level or entry or exam withdrawal is final.

The centre accepts entries from current students only. Re-sits by past students will only be accepted if authorised by SLT. The centre does not normally act as an exam centre for other organisations unless authorised by the Governing Body.

5) Exam Fees

Exam fees for internal candidates are paid by the Centre. Fee reimbursements are sought from candidates who fail to sit an exam or do not meet the necessary requirements without medical evidence or evidence of other mitigating circumstances.

Candidates or departments will not be charged for withdrawals made following the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies, but departments will be charged for changes of tier resulting in 'very late' fees.

6) Emergency evacuation of the exam room

Roles and responsibilities

Head of centre

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

Senior leader

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

Special educational needs coordinator (SENCO)

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

Exams officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (Candidate exam handbook), prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedures for every exam room
- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENCO and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the *special consideration* process

Invigilators

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

Other relevant centre staff

- Support the senior leader, SENCO, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Emergency evacuation procedure

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

Emergency evacuation procedure
Actions to be taken (as detailed in the current Jcq <i>Instructions for conducting examinations section 18, Emergencies</i>)
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)
Evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room
Candidates should leave the room in silence
Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
Make a note of the time of the interruption and how long it lasted.
Allow the candidates the full working time set for the examination.
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken, and send to the relevant awarding body

7) The Disability Discrimination Act (DDA), special needs and access arrangements

All exam centre staff must ensure that they meet the requirements the Disability and The Equality Act of 2010.

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

The centre will meet the requirements of the Act by ensuring that the exams centre is accessible and improving candidate experience.

This is the responsibility of the Headteacher, Exams Officer and SENCO.

Special Needs

A candidate's special needs requirements are determined by the SENCO.

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

8) Access Arrangements & Reasonable Adjustments

“Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.”*

[Jcq, ‘Access Arrangements and Reasonable Adjustments’ *Definitions*, page 3]

A candidate's access arrangements requirement is determined by the Educational Psychologist and/or Specialist Teacher.

Assessments are carried out by an assessor appointed by the head of centre. The assessor is appropriately qualified as required by Jcq regulations in [AA 7.3](#). The assessor's qualifications are:

Students who may be eligible for access arrangements and reasonable adjustments are identified by the SENCO through tracking and monitoring processes. Testing and assessment of eligible students is completed through the deployment of the following processes:

The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- in internal school tests/examinations;
- mock examinations.

It is the Specialist Teacher's responsibility to gather evidence to demonstrate individual students' normal way of working.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Educational Psychologist/Specialist teacher and/or SENCO.

Rooming for access arrangement candidates will be arranged by the SENCO/Specialist Teacher and Examinations Officer.

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

Please refer to Appendix 2 for our word processor policy.

9) Regulations, Clash Pupils and Special Consideration

Regulations

The school's published rules on acceptable dress, behaviour and pupils' use of mobile phones and all electronic devices apply at all times.

Pupils' personal belongings remain their own responsibility and the school accepts no liability for their loss or damage.

Disruptive pupils are dealt with in accordance with JCQ guidelines. Pupils may temporarily leave the examination room for a genuine purpose, in which case a member of staff must accompany them.

The examinations team and/or School Education Officer will attempt to contact any pupil who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

Clash Pupils

The Examination Administrator will be responsible, as necessary, for supervising escorts, identifying a secure venue and arranging overnight stays (if necessary) for any pupil who faces an examination clash on their timetable.

Special Consideration

Should a pupil be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then it is the pupil/parent/ carer's responsibility to alert the school and examination office to that effect.

10) Non-Examination Assessment (NEA)

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

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

- task setting;
- task taking;
- task marking.

10.1 Task Setting

Subject Teacher

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

10.2 Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

10.3 Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

10.4 Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

10.5 Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

10.6 Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

10.7 Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

10.8 Authentication procedures

Subject teacher

Where required by the awarding body's specification

- ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the exams officer

10.9 Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution

10.10 Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

10.11 Conduct of externally assessed work

Subject teacher

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

Exams officer

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

10.12 Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

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

10.13 Marking and annotation

Subject teacher

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

10.14 Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc..)
- Ensures accurate standardisation by – for example by
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission
 - retaining work and evidence of standardisation

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

10.15 Submission of marks and work for moderation

Subject teacher

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

Exams officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline

- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

10.16 Storage and retention of work after submission of marks

Subject teacher

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

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

10.17 External moderation - feedback

Subject head/lead

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

10.18 Access arrangements

Subject teacher

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

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments

- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

10.19 Special consideration

Subject teacher

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

Exams officer

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#)
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

10.20 Malpractice

Head of centre

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

Subject teacher

- Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

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

10.21 Enquiries about results

Head of centre

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

Subject head/lead

- Provides relevant support to subject teachers making decisions about enquiries about results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

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

11) Internal Appeals Procedure

11.1) Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms Sir William Romney's School compliance with JCQ's General Regulations for Approved Centres 2017-2018, section 5.8 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 as 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 (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination 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.

Sir William Romney's 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 (GCSE and Pearson BTEC) 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. Sir William Romney's 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 this appeals procedure to consider whether to request a review of the centre's marking.

1. SWR will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. SWR will 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.
3. SWR will, having received a request for copies of materials, promptly make them available to the candidate within [10 calendar days].
4. SWR will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. SWR will 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 will be made in writing within 15 calendar days of receiving copies of the requested materials.
6. SWR will allow 15 calendar 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. SWR will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. SWR will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. SWR will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made 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.

11.2 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 Sir William Romney's School's compliance with JCQ's General Regulations for Approved Centres 2017-2018, section 5.14 that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

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

Candidates are also informed of the arrangements for post-results services **before** they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results by [insert your centre's process detailing how candidates are informed].

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, an enquiry about the result may be requested.

Enquiries about results (EARs) 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 an EAR 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 exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry supported by the centre].

Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate EAR 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 an enquiry, an internal appeal can be submitted to the centre by submitting an internal appeal at least 7 calendar days prior to the internal deadline for submitting an EAR.

The appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting an EAR.

Following the EAR 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 EAR 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 EAR. 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 enquiry about 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.

12) Data Protection (exams)

12.1 Exams-related information

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations. For further details on the type of information held please refer to *12.4 – Candidate information, audit and protection measures*.

Candidates' exams-related data may be shared with the following organisations:

- Awarding bodies
- Joint Council for Qualifications
- [Department for Education; Local and social media (with parental permission)]

This data may be shared via one or more of the following methods:

- hard copy
- email
- secure extranet site(s) – [insert as appropriate to your centre e.g. eAQA; OCR Interchange; Pearson Edexcel Online; WJEC Secure services; City & Guilds Walled Garden; etc.]
- [insert any other methods as appropriate to your centre e.g. a Management Information System (MIS) provided by [insert MIS provider detail (e.g. Capita SIMS)] sending/receiving information via electronic data interchange (EDI) using A2C (<https://www.icq.org.uk/about-a2c>) to/from awarding body processing systems; etc.]

This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments, special consideration requests and exam results/post-results/certificate information.

12.2 Informing candidates of the information held

SWR ensures that candidates are fully aware of the information and data held.

All candidates are:

- informed via electronic and hard copy communication
- given access to this policy via the school website

Candidates are made aware of the above at the start of their course of study leading to external examinations.

12.3 Dealing with data breaches

Although data is handled in line with DPA/GDPR regulations, a data breach may occur for any of the following reasons:

- loss or theft of data or equipment on which data is stored
- inappropriate access controls allowing unauthorised use
- equipment failure
- human error
- unforeseen circumstances such as a fire or flood
- hacking attack
- 'blagging' offences where information is obtained by deceiving the organisation who holds it

If a data protection breach is identified, the following steps will be taken:

1. Containment and recovery

Data Protection Officer will lead on investigating the breach.

It will be established:

- who needs to be made aware of the breach and inform them of what they are expected to do to assist in the containment exercise. This may include isolating or closing a compromised section of the network, finding a lost piece of equipment and/or changing the access codes
- whether there is anything that can be done to recover any losses and limit the damage the breach can cause. As well as the physical recovery of equipment, this could involve the use of back-up hardware to restore lost or damaged data or ensuring that staff recognise when someone tries to use stolen data to access accounts
- which authorities, if relevant, need to be informed

2. Assessment of ongoing risk

The following points will be considered in assessing the ongoing risk of the data breach:

- what type of data is involved?
- how sensitive is it?
- if data has been lost or stolen, are there any protections in place such as encryption?
- what has happened to the data? If data has been stolen, it could be used for purposes which are harmful to the individuals to whom the data relates; if it has been damaged, this poses a different type and level of risk
- regardless of what has happened to the data, what could the data tell a third party about the individual?
- how many individuals' personal data are affected by the breach?
- who are the individuals whose data has been breached?
- what harm can come to those individuals?
- are there wider consequences to consider such as a loss of public confidence in an important service we provide?

3. Notification of breach

Notification will take place to enable individuals who may have been affected to take steps to protect themselves or to allow the appropriate regulatory bodies to perform their functions, provide advice and deal with complaints.

4. Evaluation and response

Once a data breach has been resolved, a full investigation of the incident will take place. This will include:

- reviewing what data is held and where and how it is stored
- identifying where risks and weak points in security measures lie (for example, use of portable storage devices or access to public networks)
- reviewing methods of data sharing and transmission
- increasing staff awareness of data security and filling gaps through training or tailored advice
- reviewing contingency plans

12.4 Candidate information, audit and protection measures

For the purposes of this policy, all candidates' exam-related information – even that not considered personal or sensitive under the DPA/GDPR – will be handled in line with DPA/GDPR guidelines.

An information audit is conducted [detail the regularity].

The table below details the type of candidate exams-related information held, and how it is managed, stored and protected

Protection measures may include:

- password protected area on the centre's intranet
- secure drive accessible only to selected staff
- information held in secure area
- updates undertaken every [XX] months (this may include updating antivirus software, firewalls, internet browsers etc.)

12.5 Data retention periods

Details of retention periods, the actions taken at the end of the retention period and method of disposal are contained in the centre's our archiving procedure (available upon request)

12.6 Access to information

Current and former candidates can request access to the information/data held on them by making a **subject access request** to [insert staff name and/or role e.g. the Data Protection Officer] in [insert how e.g. writing/email and how ID will need to be confirmed if a former candidate is unknown to current staff]. All requests will be dealt with within 40 calendar days.

Permission should be obtained before requesting personal information on another individual from a third-party organisation.

Candidates' personal data will not be shared with a third party [insert your centre's process for sharing data with a third-party e.g. unless a request is accompanied with permission from the candidate and appropriate evidence (where relevant), to verify the ID of both parties, provided].

In the case of looked-after children or those in care, agreements may already be in place for information to be shared with the relevant authorities (for example, the Local Authority). The centre's Data Protection Officer will confirm the status of these agreements and approve/reject any requests.

Appendix 1 – Exam Contingency Plan

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

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

This plan also confirms Sir William Romney’s School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2017-2018*) 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.*

Possible causes of disruption to the exam process

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

Criteria for implementation of the plan

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

Planning

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

Entries

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

Pre-exams

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

Exam time

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

Results and post-results

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

Centre actions to mitigate the impact of disruption:

- The Headteacher meets with the Exams Officer on a fortnightly basis through line management arrangements
- Contingency planning reviewed on an annual basis
- The Headteacher is aware of all JCQ protocols
- Existing partnership links with other secondary schools (STAR Partnership) facilitates collaboration with Exams Officers in other centres
- Deadlines for student entries and statutory data are communicated to Subject Leaders at the start of the academic year

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

Criteria for implementation of the plan

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

Planning

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

Pre-exams

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

Exam time

access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of disruption:

- Identified students assessed at the end of Y10 ahead of commencing terminal examinations
- Lead invigilator aware of access arrangement requirements
- Training provided for all invigilators following appointment

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadline

Centre actions to mitigate the impact of disruption:

- Headteacher meets with the Exams Officer on a fortnightly basis and informed of subject areas that are not meeting deadlines
- Penalty fees deducted from subject areas' capitation
- Procedure for informing students of centre assessed marks in place and adhered to by appropriate subject leaders

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

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Centre actions to mitigate the impact of disruption:

- Invigilator recruitment to take place three months ahead of exams period
- Invigilator timetable confirmed one month of exams period
- Teaching assistants trained as invigilators

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

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of disruption:

- Headteacher meetings with Exams Officer will support with timetabling venues (if appropriate)
- Leisure Centre on site and could be used as an alternative venue (if appropriate)

- Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation
- Prioritise students whose progression will be severely delayed if they do not take their exams when planned

6. Failure of ICT systems

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of disruption:

- All MIS data backed up on termly basis (printed hard copies)
- Network Manager to test MIS and ICT network ahead of results release date

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of disruption:

- Contact the relevant awarding organisation and follow its instructions
- Exams Officer to immediately implement special considerations procedure
- Consider whether student(s) are eligible for special considerations

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of disruption:

- Arrangements to teach at alternative local venues would be implemented
- Homework, revision packs and textbooks to be immediately distributed to KS4 students
- Contact the relevant awarding organisation and follow its instructions

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

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of disruption:

- Special dispensation will be sought to provide required number of invigilators to implement JCQ protocols at the students' home (when authorised by the Headteacher)
- Contact the relevant awarding organisation and follow its instructions

- Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation

10. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of disruption:

- Contact relevant awarding body and follow instructions, do not make alternative arrangements without the authorisation of relevant awards body
- Completed exam scripts to be locked in secure exams cupboard

11. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of disruption:

- Exams Officer to apply for special considerations and request support/advice from relevant exams board
- Contact the relevant awarding organisation and follow its instructions

12. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of disruption:

- Results collated and prepared ahead of results day
- Network Manager to test ICT infrastructure ahead of examinations
- Students and families to be informed of alternative arrangements for distribution before results day

Appendix 2: Word Processor Policy

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, 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 2017-2018* and ICE to JCQ *Instructions for conducting examinations 2017-2018*.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for using a word processor

Sir William Romney's School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

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

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

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

(AA 4.2.5)

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

- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests/examinations
- mock examinations

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

Centre specific processes

The use of a word processor

Sir William Romney's School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

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

(AA 5.8.2)

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

(AA 5.8.3)

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

(AA 5.8.4)

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

Centre specific processes

Word processors and their programmes

Sir William Romney's School complies with ICE 8.8 *Word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

Sir William Romney's School further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination

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

Accommodating word processors in examinations

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

- students using word processors are located towards the back and sides of the main examination hall (unless located in smaller examination rooms)

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

- invigilators ensure that laptops are fully charged before examinations begin
- invigilators will ensure that appropriate software is fully operational
- invigilators will regularly remind students to save files

Appendix 3: Internally Assessed Marks

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

Sir William Romney's 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.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Sir William Romney's 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.

1. Sir William Romney's School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Sir William Romney's School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Sir William Romney's School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Sir William Romney's School will provide candidates with five working days to allow them to review copies of materials and reach a decision
5. Sir William Romney's School will 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** be made in writing.
6. Sir William Romney's School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Sir William Romney's School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Sir William Romney's School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Sir William Romney's School will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. 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 in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Appendix 4: Centre Assessed Marks Confirmation

Dear Parent/Guardian,

Informing candidates of centre assessed marks

As part of our internal assessment procedures, candidates are informed of awarded marks for GCSE centre assessed components and units.

I would like to assure you that all awarded marks for centre assessed components undergo a rigorous process of internal standardisation to ensure the accuracy and fairness of all awarded marks.

Candidates will receive details on internally assessed marks at different stages of their respective courses.

Provisional internal assessment marks

The details of the internally assessed marks are provided below. While our internal review process is in place to ensure consistency of marking within school, external moderation by the awarding body ensures that marking is in line with national standards. ***Therefore, marks submitted to the awarding body are subject to change and should be considered provisional.***

Yours faithfully,

J Rymer

Examinations Officer

j.rymer@swr.gloucs.sch.uk

Confirmation of centre assessed marks

Qualification:

Assessed Component/Unit:

Internally awarded mark*:

*Following internal standardisation procedures