



EXAMINATION POLICY

Shirebrook Academy

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1. Introduction and aims

Shirebrook Academy is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and students understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

2. Roles and responsibilities

2.1 Everyone

Everyone involved in our exam processes, including staff and students, must read, understand and implement this policy.

2.2 Head of centre

The head of centre:

- Has overall responsibility for the academy as an exams centre
- Is the individual who is accountable to the awarding bodies for ensuring that the centre is compliant with the JCQ regulations and awarding body requirements
- Is responsible for ensuring that all staff comply with the [JCQ guidelines](#)
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on [malpractice in examinations and assessments](#)
- Ensures that [JCQ guidance for centres on cyber security](#) is followed
- Ensures that accurate candidate contact information is obtained and maintained
- Ensures appropriate controls are in place that allow accurate data to be submitted to the awarding bodies, e.g. entries and internally assessed marks
- Ensures that candidates are entered under names that can be verified against suitable identification such as a birth certificate, driver's license or passport. A candidate should only be entered under alternative names in exceptional circumstances

Our head of centre is Lindsey Burgin (Principal)

*The head of centre can delegate tasks related to the responsibilities above, but cannot delegate the overall responsibility.

2.3 Exams officer

The exams officer is responsible for the administration of exams. They:

- Manage the administration of internal and external exams



- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents/carers are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Administer access arrangements and make applications for special consideration following the regulations in the [JCQ guidance on the special consideration process](#)
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manages the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks

Our exams officer is Dayna Percival

2.4 Heads of Faculty

Heads of Faculty are responsible for:

- Advising the exams officer of any changes to syllabus or assessment details for their subjects
- Advising the exams officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures



2.5 Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the head of faculty and the exams officer

2.6 Special educational needs co-ordinator (SENDCO)

The SENDCO is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so they can put exam day arrangements in place
- Processing any necessary applications in order to gain approval (if required)
- Working with the exams officer to provide the access arrangements required by candidates in exam rooms

Our SENDCO is Libby Butterworth Smith.

2.7 Lead invigilator(s)

The lead invigilator(s) are responsible for:

- Assisting the exams officer to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exam's office before the start of the exam
- Collecting all exam papers in the correct order at the end of the exam and ensuring they are returned to the exam's office

Our lead invigilator is Valerie Richards.

2.8 Candidates

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

3. Qualifications offered

Senior leaders, in discussion with our Heads of Faculty, decide the qualifications we offer.

We offer the following types of qualifications:

- GCSEs, Cambridge Nationals, BTECs, Entry Level Certificates.

The subjects offered for these qualifications in any school year may be found in our pathways/options documentation.

If there will be a change to a specification for the next year, the exams office must be informed by July of the previous year, e.g., switching from OCR to AQA.



Informing the exams office of changes to a specification is the responsibility of Head of Faculty, with approval from the senior team.

Decisions on whether a candidate should be entered for a particular subject will be taken by the head of faculty in consultation with senior leaders.

4. Exam series

Internal trial exams and assessments are scheduled throughout the year. These will be published via the annual yearly calendar

External exams and assessments can be scheduled in the following exam series:

- November, January, May/June (summer series)

Internal exams are held under external exam conditions.

The head of centre, SLT and head of faculty will decide which exam series are used in the centre.

5. Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and external exams well before each series begins.

Where a candidate has a timetable clash involving an AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination, a centre cannot move the examination to the morning session.

An AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination must always be sat in the published afternoon session as per the awarding body's timetable.

For further information please see the JCQ document Timetable clashes involving an AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examination, which may be found at: <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>.

NB – this only applies to AQA, OCR, Pearson and WJEC AS Further Mathematics, AS Mathematics, A-level Further Mathematics or A-level Mathematics examinations

6. Entries (including entry details and late entries)

Candidates or parents/carers can request subject entry, change of level or withdrawal, but the final decision remains with the academy.

As a rule, we do not take entries from private candidates.

We do not act as an exams centre for other organisations.

Entry deadlines are circulated to heads of faculty via email and HOF meetings.

Heads of faculty will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline require authorisation, in writing, by the head of centre, following discussions with the HOF.



6.1 Re-sits

We allow re-sits for the following types of qualifications:

- GCSEs
- BTECs
- Functional skills

Re-sit decisions will be made by heads of faculty in consultation with senior leaders.

The Principal will then have these approved by the Executive Principal.

7. Exam fees

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

The exams officer will publish the deadline for actions well in advance of each exam's series.

The academy may charge for:

- Exams or re-sits the student has not been prepared for at school, even if they are on the list of prescribed public examinations
- Exams not on the set list of prescribed public examinations
- A student, if they fail, without good reason, to complete the requirements of a public exam where the school originally paid the entry fee
- Withdrawal from an exam (where charges would be applied by an exam board), if the parent/carer requests withdrawal.
-

Candidates may be charged for the following:

QUALIFICATION TYPE	WHEN CANDIDATES WILL BE CHARGED	COSTS
GCSEs	<ul style="list-style-type: none">➤ Private exam entries➤ Re-sits at parents/carers' request➤ Missed exams (without medical or other extenuating circumstances)	<ul style="list-style-type: none">➤ Entries and re-sits:<ul style="list-style-type: none">- OCR £50.25- WJEC £42.96- EDEXCEL £48.10-£50.00- AQA £42.85-£87.50➤ Missed exams: dependent on charges levied by the exam board: total cost of the exam divided by the number of units missed
Vocational exams – both KS4/5	<ul style="list-style-type: none">➤ Private exam entries➤ Re-sits at parents/carers' request	<ul style="list-style-type: none">➤ Entries and re-sits: first 3 entries are included in the



QUALIFICATION TYPE	WHEN CANDIDATES WILL BE CHARGED	COSTS
	Missed exams (without medical or other extenuating circumstances)	<p>registration fee of £71.30, re-sits are then £23.80 each</p> <p>➤ Missed exams: dependent on charges levied by the exam board: total cost of the exam divided by the number of units missed</p>

We may waive these fees in certain circumstances. If you would like to discuss waiving relevant fees, please contact the academy principal

8. Equalities

All our staff must ensure that they meet the requirements of any equality legislation.

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of the head of centre, exams officer and the SENDCO.

9. Access arrangements

The SENDCO will inform subject teachers of candidates with special educational needs (SEN) and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the academy SENDCo.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENDCo, supported by evidence from classroom teachers.

Room arrangements for candidates using access arrangements will be organised by the exams officer.

Invigilation and support for candidates using access arrangements, as defined in the [JCQ access arrangements regulations](#), will be organised by the exams officer. Where candidates sit their examinations in a smaller environment away from the main examination room (the suitability of which is to be assessed in conjunction with JCQ guidelines. (Any appeals against these decisions should be made to the academy principal and SENDCo).

9.1 Use of word processors

We may allocate the use of a word processor to a candidate as part of access arrangements or as a reasonable adjustment where appropriate, including:

- When it is their normal way of working, i.e., where the curriculum is delivered electronically and word processors are provided to all candidates
- If they need support with handwriting



➤ If they have a:

- Physical disability
- Learning difficulty that has a substantial and long-term adverse effect on their ability to write legibly
- Medical condition
- Sensory impairment

The SENDCO will use their judgement, in collaboration with relevant members of staff where necessary, to make decisions about when a word processor is appropriate outside the specific listed examples above.

We will make sure that:

- The proposed arrangement will not disadvantage or advantage a candidate.
- The use of a word processor will not compromise the assessment objectives or the integrity of the assessment and will be used under secure conditions. Where these objectives would be compromised, then a word processor will not be granted for use by a candidate

We will also make sure that the word processor:

- Has the spelling and grammar check and predictive text software disabled
- Does not have internet connectivity during the exam
- Has been cleared of any previously stored data, along with any portable storage medium used (and where any authorised memory stick is provided to or used by the candidate, the memory stick will be cleared of any previously stored data)
- Does not allow access to other applications such as a calculator (where prohibited), spreadsheets or emails
- Does not have graphic packages or computer-aided design software, unless permission is given
- Does not have computer reading (text to speech) software, unless the candidate has permission
- Does not have speech recognition technology, unless the candidate has permission

The word processor will not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

All equipment will be checked to make sure it's in working order and sufficiently charged for the duration of the examination.

Candidates provided with the use of a word processor will be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where we accommodate a candidate in another room, a separate invigilator will be present.

Candidates will be:

- Reminded to make sure that the centre number, candidate number and the unit/component code appear on each page as a header or footer, or to handwrite their details on the printed documents where this feature is not available (where the candidate needs to handwrite their details, they will be supervised to make sure that's solely what they're doing and not re-reading their answers or amending their work in any way)



- Reminded to save their work at regular intervals, unless 'autosave' has been set up on the device to make sure that the candidate's work is not lost because of a technical issue
- Advised to use a minimum font size of 12pt and double spacing

Each page of the typed script will be numbered.

The word processor will be saved onto a memory stick, and then the candidate and memory stick will be escorted to the Exams Officer for printing. The candidate must be present to verify that the work is their own and then the script will be attached to any answer booklet that contains some of the answers. We may also be required by the awarding body to include a word processor cover sheet with the candidate's typed script.

We may retain electronic copies of a word-processed script and this may be accepted by an awarding body where the printed copy has been lost and it is demonstrated that the file has been kept securely.

10. Contingency planning

Contingency planning for exam administration is the responsibility of the head of centre and exams officer and all centres must have a written examination contingency plan that covers all aspects of examination administration, in accordance with JCQ guidelines.

All relevant centre staff must be familiar with the contingency plans, which are available via email and relevant briefings, and are in line with the [guidance provided by Ofqual](#), [JCQ](#) and awarding organisations. **(See detailed plan as an addendum to this policy)**

11. Estimated grades

Heads of Faculty, with the support of teaching staff, are responsible for submitting estimated grades to the exams officer when requested.

12. Managing invigilators

External staff will be used to invigilate examinations. The head of centre, a senior member of centre staff, such as an assistant headteacher, or the exams officer must ensure that a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined, or a learning support assistant who has supported 1 or more candidates, is not an invigilator during the examination.

These invigilators will be used for both internal and external examinations and assessments.

Recruitment of invigilators is the responsibility of the exams officer and any new invigilators and/or those facilitating an access arrangement for a candidate under examination conditions must receive thorough training on JCQ guidelines.

If invigilators require Disclosure and Barring Service (DBS) checks, the exams officer and academy support staff are responsible for obtaining these.

DBS fees will be paid by the centre.

Invigilators rates of pay are set by the trust.

Invigilators are recruited, timetabled, trained and briefed by the exams officer and the head of centre.



13. Malpractice

The head of centre, in consultation with the exams officer, is responsible for ensuring that suspected malpractice is thoroughly investigated. Malpractice doesn't necessarily involve an intention to cheat or gain an unfair advantage. Examples of malpractice include, but are not limited to:

- Unauthorised use of a mobile phone or internet-enabled device in examinations
- Copying or allowing work to be copied
- Posting work on social media prior to an exam
- Collusion or working collaboratively

Candidates will be informed and advised to avoid committing malpractice in examinations/assessments via assemblies and at the beginning of each examination taken. Students are also given a booklet containing all of the information for candidates' documents from the JCQ website. Suspected malpractice issues will be escalated within the centre and reported to the relevant awarding body.

Candidates and invigilators will receive written guidance that will also be shared at the beginning of each examination. If malpractice is suspected or reported, it will be investigated by the head of centre then escalated to the relevant examination board.

14. Exam days

The exams officer will:

- Book all exam rooms (after liaising with other relevant users)
- Make question papers, exam stationery and materials available for the invigilator

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements at least 7 days in advance.

The invigilators and the exams officer will start and finish all exams in accordance with [JCQ guidelines](#).

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with [JCQ guidelines](#).

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of faculty in accordance with JCQ's recommendations and no later than 24 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with invigilators and academy support staff.

Emergency evacuation of the examination room will be outlined within the centre's exam contingency policy, which will be subject to inspection by the JCQ Centre Inspection Service.



In the event of an emergency, a full report of the incident must be produced and retained on file and any breach of question paper security or malpractice must be reported to the awarding body immediately.

15. Candidates

The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the heads of faculty.

Our published rules on acceptable dress and behaviour apply at all times. (****The expectation is that all candidates will wear their academy uniform to all examinations**). Candidates' personal belongings remain their own responsibility and we accept no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject.

This is particularly true of mobile phones and other electronic devices with text or digital facilities.

Any precluded items will be collected in prior to the examinations commencing.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Invigilators will be able to contact the exams officer or use a radio for assistance if needed. Candidates are expected to stay for the full exam time at the discretion of the exams officer.

Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The exams officer is responsible for handling late or absent candidates on exam day.

Invigilators are to complete the register once the exam has started, this will then be collected by the exams officer and taken to the attendance team. Parent/carers will be contacted by the attendance team in the first instance to find out why candidates are absent. If needed, the candidate will be fetched by a member of staff and brought to the academy in order to sit their exam.

Any students that arrive past the supervision window will not be allowed to sit the exam. For exams lasting less than one hour, this is the published finishing time of the exam. For exams of one hour or more, this is one hour after the published starting time of the exam.

Candidates are identified by the following means:

- School photographs of all students are available in each exam room, along with name cards on each desk which can be used together
- Leadership team will be available to help identify candidates at the start of the exam

Candidates are allowed water in the exam room. This must be in a clear bottle, preferable with a flip lid, with no labels. Scissors are available in every exam room to remove labels before students enter the room. Students are not permitted to eat in exam rooms unless there is a medical need, in which case it will need to be in a clear container with no labels.

15.2 Clash candidates

The exams officer will be responsible for making arrangements for clash candidates, including:



- Supervising escorts
- Identifying a secure venue
- Arranging overnight stays where necessary

16. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the invigilators, the exams officer or the head of centre to that effect.

The candidate must support any special consideration claim with appropriate evidence within 7 days of the exam.

The exams officer will make a special consideration application to the relevant awarding body once the exam series has finished.

17. GCE and GCSE non-examination assessments

Teaching staff who deliver non-examination assessments will follow the correct specifications and the specification and instructions provided by the awarding body, or JCQ instructions for conducting non-examination assessments if appropriate.

The academy will provide cover for staff to allow time to co-ordinate and standardise all marking of centre-assessed assessments. It is the responsibility of the HOF and the teachers involved to ensure this is done in such a way that it meets all examination board criteria.

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

Marks for internally assessed work are provided to the exam's office by heads of faculty and subject teachers. The exams officer will inform staff of the deadline date for appeals against internal assessments.

Any appeals will be dealt with in accordance with our internal appeals procedure document.

Appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded. Candidates may appeal if :

- they feel their coursework/NEA has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification •
- appeals should be made in writing by 30 June to the principal (or other nominee) who will decide whether the process used conformed to the necessary requirements
- Principal's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.
- if tests are automated, a free re-test may be offered or the test re-scheduled if it is found that any error is apparent.

17.1 Artificial intelligence (AI)



Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Shirebrook Academy recognises that AI has many uses to help students learn, but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images, all AI-generated content must be properly attributed

Where a student uses an AI tool, the student should retain a copy of the question(s) asked and the AI-generated responses. Students must submit this along with the assessment.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content
- Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments

For more information on AI misuse, see [guidance from JCQ on AI use in assessments](#). Any misuse of AI tools may be treated as malpractice.

18. Results and certificates

Candidates will receive individual results slips on results days. These can be collected from academy staff. If you are not able to attend on results day, then please write to the exams officer. Results will be posted. If you are nominating someone else to collect for you, they will be expected to bring proof of identity.

The results slip will be in the form of a centre-produced document.

Arrangements for the centre to be open on results days are made by the principal and the exams officer.

The provision of the necessary staff on results days is the responsibility of the exams officer and the head of centre.

Dates of results days each year will be publicised for all candidates through the academy website, information leaflets and letters home.

Candidates will be informed of certificates becoming available for collection, if certificates are collected on the candidate's behalf, the centre must be given a signed letter from the candidate which will be retained on file.

18.1 Enquiries about results (EARs)



Enquiries about results may be requested by centre staff or the candidate following the release of results.

A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

The cost of EARs will be paid by the centre. If the request is made by the candidate only, then a request will be made by the academy for the student to cover the cost of the re-mark.

The cost of EARs is set out in section 7 of this policy ('Exam fees').

All decisions about whether to make an application for an EAR will be made by heads of faculties.

If a candidate's request for an EAR is not supported, the candidate may appeal and we will respond by following the process in our internal appeals procedure document.

All processing of EARs will be the responsibility of the exams officer and the head of centre, following the JCQ guidance.

18.2 Access to scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 10 working days of the receipt of results.

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

Applications for EARs cannot be submitted once an original script has been returned.

The exams officer is responsible for processing requests for ATS.

The cost of ATS will be paid by the centre or the candidate.

The cost of ATS is set out in section 7 of this policy ('Exam fees').

19. Monitoring and review

The head of centre is responsible for ensuring that this policy is reviewed every 2 years unless there are changes to:

- The exams system
- JCQ guidance
- Your curriculum offer

20. Links with other policies

This policy links with our policies on:

- Exam contingency plan
- Whistle-blowing policy
- Complaint's policy
- Data protection policy



Addendum 1

Contingency Planning

1. Aims

This plan aims to:

- Examine potential risks and issues that could cause disruption to the management and administration of exams
- Mitigate the impact of disruptions by providing actions or procedures to follow

2. Legislation and guidance

This plan complies with the [Joint Council for Qualifications \(JCQ\) General Regulations for Approved Centres](#), which requires all exam centres to have a written examination contingency plan/examinations policy.

This plan also complies with our funding agreement and articles of association.

It is also based on:

- Ofqual's [guidance on contingency planning](#)
- JCQ's [joint contingency plan](#)

3. Responsibilities

3.1 Head of Centre

The head of centre is Lindsey Burgin. They will ensure that a written examination contingency plan/examinations policy is in place and covers all aspects of examination administration.

3.2 Staff and invigilators

Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

4. Monitoring arrangements

This policy will be reviewed by the principal every year before each exam series. At every review, the policy will be shared with the governing board.

5. Links with other policies

This policy is linked to our:

- Assessment policy

6. Contingency plan

The table below sets out examples of scenarios where a contingency plan may be needed to minimise risk to examination administration. These are based on the [JCQ's joint contingency plan](#), and are consistent with [Ofqual's current contingency planning guidance](#).



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption of teaching time in the weeks before an exam – Centre is closed for an extended period,	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,	<ul style="list-style-type: none"> ➤ Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations. In the case of modular courses, centres may advise candidates to sit examinations in an alternative series. ➤ Blended learning and remote learning policies in place to facilitate alternative methods of learning. ➤ LT to manage all such incidents in line with an incident specific risk assessment. 	Leadership Team.
Candidates unable to take examinations because of a crisis – Centre remains open.	Candidates are unable to attend the examination centre to take examinations as normal.	<ul style="list-style-type: none"> ➤ Contact the relevant Awarding Bodies to discuss alternative arrangements and liaise with the LT to take appropriate action in line with an incident specific risk assessment. 	Exams Officer.
Centre is unable to open as normal during the examination period.	Centre unable to open as normal for scheduled examinations.	<ul style="list-style-type: none"> ➤ Contact the relevant Awarding Bodies to discuss alternative arrangements to enable candidates to take their examinations and liaise with the LT to take appropriate action in line with the incident specific risk assessment. Other schools within the trust or local sports halls to be considered. 	Exams Officer.



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption in the distribution of examination papers.	Disruption to the distribution of examination papers to the centre in advance of examinations.	<ul style="list-style-type: none"> ➤ Contact the Awarding Body to notify them of any such difficulties and put in place suitable alternative arrangements. ➤ Awarding organisations to provide centres with electronic access to examination papers via a secure external network. ➤ Awarding organisations would provide guidance on the conduct of examinations in such circumstances. As a last resort, and in close collaboration with centre and regulators, awarding organisations to consider scheduling of the examination on an alternative date. 	Exams Officer.



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption to the transportation of completed examination scripts.	Delay in normal collection arrangements for completed examination scripts/assessment evidence.	<ul style="list-style-type: none"> ➤ Where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, centres should seek advice from awarding organisations and should not make their own arrangements for transportation unless told to do so by the awarding organisation. For any examinations where centres make their own arrangements for transportation, centres should investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for Conducting Examinations. Centres to ensure secure storage of completed examination papers until collection.) ➤ Contact the Awarding Body to notify them of any such difficulties and put in place suitable alternative arrangements. 	Exams Officer.



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Assessment evidence is not available to be marked.	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked, e.g., a fire at the centre destroys completed examination scripts.	<ul style="list-style-type: none"> ➤ Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers. ➤ Where possible, the awarding organisation will generate candidate marks based on other appropriate evidence of candidate achievement. ➤ Where marks cannot be generated by awarding organisations, candidates may need to retake affected assessment in a subsequent assessment series. 	Head of Centre.
Centre is unable to distribute results as normal or facilitate post results services.	In the event that the centre is unable to access or manage the distribution of results to candidates, or to facilitate post results services.	<ul style="list-style-type: none"> ➤ Contact awarding organisations about alternative options. ➤ Make arrangements to access results at an alternative site. ➤ Share facilities with other schools/colleges if possible. ➤ Co-ordinate access to post results services from an alternative site. ➤ Contact the relevant awarding organisation if electronic post results requests are not possible. 	Exams Officer.



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Absence of exam officer.	In the event that the Exams Officer is absent during key administration periods.	<p>Key tasks required in the management and administration of the exam cycle to be undertaken including:</p> <ul style="list-style-type: none"> ➤ Planning ➤ Entries ➤ Pre-exams ➤ Exam time ➤ Results and post-results <p>the facilitation of the post-results <i>services</i>.</p>	Leadership Team in Charge of Exams.
Absence of teaching staff.	In the event of teachers being absent during key administration periods.	<p>Key tasks to undertake:</p> <ul style="list-style-type: none"> ➤ Early/estimated entry information. ➤ Final entry information. ➤ Non-examination assessment tasks. ➤ Candidates being informed of centre assessed marks before marks are submitted to the awarding. ➤ Internal assessment marks and candidates' work provided to meet awarding body submission deadlines. 	Leadership Team Line Managers.



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Absence of SENDCo.	In the event that the SENDCo is absent during key administration periods.	<p>Key tasks required in the management and administration of the access arrangements process within the exam cycle to be undertaken including:</p> <p>Planning</p> <ul style="list-style-type: none"> ➤ candidates tested/assessed to identify potential access arrangement requirements. ➤ evidence of need and evidence to support normal way of working collated. <p>Pre-exams</p> <ul style="list-style-type: none"> ➤ <i>approval for access arrangements</i> applied for to the awarding body. ➤ centre-delegated arrangements put in place. ➤ modified paper requirements identified. ➤ staff (facilitators) providing support to access arrangement candidates allocated and trained. <p>Exam time</p> <ul style="list-style-type: none"> ➤ access arrangement candidate support arranged for exam rooms. 	Teachers, Teaching Assistants and exams officer to work with leadership team.



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Absence of invigilators.	In the event of invigilators being absent on exam days	➤ Be aware of the school staff available for invigilation duties at short notice and for peak exam days.	Exams Officer.
Lack of appropriately trained invigilators.	Failure to recruit and train sufficient invigilators to conduct exams. Invigilator shortage on peak exam days.	➤ Review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.	Exams Officer.
Failure of IT systems.	MIS system failure at final entry deadline. MIS system failure during exams preparation. MIS system failure at results release time.	➤ Make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Body. At all times during the system failure the Exams Officer will liaise with the Awarding Body to minimise disruption and costs incurred.	Exams Officer in consultation with Leadership Team.



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Lack of appropriate exam rooms.	<p>Unable to identify sufficient/appropriate rooms during exams timetable planning.</p> <p>Insufficient rooms available on peak exam days.</p> <p>Main exam venues unavailable due to an unexpected incident at exam time.</p>	<p>➤ Organise rooming for examinations well in advance of examination windows, ensuring sufficient time is available to identify appropriate rooms and plan appropriately.</p> <p>➤ In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced.</p>	Exams Officer in consultation with Leadership Team.
Emergency evacuation of the exam room (or centre lock down).	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.	➤ See lockdown policy.	See lockdown policy.



SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Markers unable to mark papers according to schedule.	<p>Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.</p> <p>Completed examination scripts/assessment evidence does not reach awarding organisations.</p>	<p>➤ Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations. Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series.</p> <p>➤ The Head of Centre will contact the relevant Awarding Body immediately to inform them.</p> <p>➤ The Head of Centre will contact all relevant parents/ students to inform them of the incident and further procedures.</p>	Head of Centre.

Addendum 2

Non-examination Assessment Policy

Aims

This policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

2. Guidance

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](#), which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the JCQ's guidance on:



- Post-results services
- General regulations for approved centres
- Teachers sharing non-examination assessment material and candidates' work
- Artificial intelligence (AI) use in assessments: protecting the integrity of qualifications

This policy also complies with our funding agreement and articles of association.

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that can't be tested by timed written papers.

There are 3 assessment stages and rules which apply to each stage:

- Task setting
- Task taking
- Task marking

The rules often vary across subjects.

4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

4.1 Head of centre

In our school, the head of centre is Lindsey Burgin, Principal.

The head of centre is responsible for ensuring that:

- The centre's non-examination assessment policy is fit for purpose.
- The non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.
- Relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of exams and assessments.
- The JCQ's guidance on AI use in assessments is followed, and that candidates do not submit inauthentic work.
- The centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse.
- Teachers and assessors are familiar with AI tools, their risks and AI detection tools.
- The JCQ's information for candidates is distributed to all candidates prior to assessments taking place.
- The centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible.



- Candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification.

4.2 Senior leaders

Senior leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.
- Ensuring that teaching staff are aware of the potential for malpractice.

4.3 Subject leaders

Subject leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment.
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body.
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times.
- Undertaking appropriate departmental standardisation of non-examination assessments.

4.4 Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment.
- Understanding and complying with JCQ guidance on AI use in assessments.
- Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action.
- Explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice.
- Ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse.
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.



- Marking internally-assessed work to the criteria provided by the awarding body.
- Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team or to the awarding body directly.

4.5 Examinations officer

The examinations officer is a distinct role performed by a different individual to the head of centre. The examinations officer is responsible for:

- Supporting the administration/management of non-examination assessment.

4.6 Special educational needs co-ordinator (SENDCO)

The SENDCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied.

5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of faculty and teachers will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification.

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

6.1 Supervision

- Invigilators are not required.
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'.
- Candidates do not need to be directly supervised at all times.
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body.
- Teachers will ensure that:
- There is sufficient supervision of every candidate to enable work to be authenticated.
- The work that an individual candidate submits for assessment is his/her own.
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own.
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution.



- The teacher will also:
 - Ensure that candidates understand the need to reference work.
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material.

6.2 Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).
- Unless specifically prohibited by the awarding body's specification, teachers may:
 - Review candidates' work and provide oral and written advice at a general level.
 - Having provided advice at a general level, allow candidates to revise and redraft work.
 - Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner.
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.
- Teachers will not provisionally assess work and then allow candidates to revise it.
- Explicitly prohibited assistance will not be given.
- Failure to follow this procedure constitutes malpractice.

6.3 Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources.
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.
- Candidates will not introduce new resources between formally supervised sessions.
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

6.4 Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- Where it is permitted, some assignments may be undertaken as part of a group.
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified.
- Group assessment is not permitted.



7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities. When reviewing a piece of work to ensure its authenticity, teachers might compare it against other work created by the candidate.

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned.
 - The work was completed under the required conditions.

Signed candidate declarations are kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

8. Task marking

8.1 Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded in line with the relevant guidance.

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Teachers will not use AI as the sole means of marking candidates' work.

8.2 Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. This register must be retained until the deadline for requesting a review has passed.



Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

9. Malpractice

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own.
- Make their work available to other candidates through any medium, including social media.
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work.
- Use books, the internet or other sources without acknowledgement or attribution.
- Submit work that has been word processed by a third party or used AI tools, without acknowledgement of how and when this was used.
- Include inappropriate, offensive or obscene material.

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body – though if the awarding body's confidential assessment material has been breached, this will be reported. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

- The piece of work will be awarded zero marks.
- The candidate will be disqualified from that component for the examination series.
- The candidate will be disqualified from the whole subject for the examination series.
- The candidate will be disqualified from all subjects and barred from re-entering for a period of time.



10. Enquiries about results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

11. Monitoring

This policy will be reviewed by the principal at the beginning of each academic year. At every review, the policy will be shared with the governing board and approved by the local governing body.

12. Links with other policies

This policy should be read in conjunction with the assessment policy.

- Child protection/safeguarding policy.
- Complaint's policy.
- Data protection policy.
- Equalities policy.
- Examination contingency plan.
- Internal appeals procedure.
- Policy regarding the management of GCSE and GCSE non-examination assessments.
- Whistle-blowing policy.

Addendum 3.

Lockdown and Emergency Evacuation Policy

Aims:

This policy details the measures taken at Shirebrook Academy in the event of a centre lockdown during the conducting of examinations.

A lockdown may be required in the following situations:

- an incident or civil disturbance in the local community which poses a risk.
- an intruder on the site with the potential to pose a risk.
- local risk of air pollution, such as a smoke plume or gas cloud.
- a major fire in the vicinity.
- a dangerous animal roaming loose.



- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates.

Management of Intruder Process

An intruder is any person who is not a student and who is inside the building or within the Academy's secure part of the site without wearing a visitor or staff lanyard.

If you spot an intruder and the intruder does not appear threatening, members of staff should challenge them and offer assistance to take them back to Visitor Reception where they should sign in and receive the appropriate lanyard to wear. Staff must escort them all the way back to reception to ensure that they leave the secure part of the building in order to properly sign in.

If the intruder is uncooperative but not threatening then SLT must be informed. SLT will try to resolve the situation. If this is not possible and the intruder does not wish to leave or sign in correctly, then the SLT member of staff would normally treat this in the same way as a threatening intruder and follow the procedure below.

If you spot either an armed person or an intruder who appears threatening, inform visitor reception immediately. Visitor reception will inform the police (by pressing the panic button). Visitor reception will inform SLT, Site Manager, then sound an alarm to alert all building occupants to the threat.

On hearing the alarm teachers of students should ensure that the students go into a classroom with a SALTO lock, and to close the door to prevent access by the intruder. If blinds are provided, they should be closed. Students are to be reassured and encouraged to remain silent to ensure that they do not draw attention to their position. Students outside or on the field should be taken to the changing rooms or sports hall (whichever is most convenient at the time). Students in breakout areas must be moved into the nearest available classroom. Support staff should move into their office and ensure that doors and blinds are closed and remain silent.

The Principal (or the member of SLT on call in his absence) will monitor the situation. The Principal will follow the Critical Incident Management Plan to manage the situation.

Staff should not release students until an announcement made by the receptionist (or appropriate designated person) that the situation has cleared is made via the public address system.

If the alarm is sounded at lunch, break or before or after school students must move to the nearest available classroom for their own safety.

When there is an emergency, the receptionist should sound the appropriate alarms and then immediately leave the reception area, contact the Principal, Site Manager, Pine Cone centre and Stubbin Wood from a place of safety (admin office). Students in the Pine Cone Centre must follow the same procedure: retire indoors and close all external doors to prevent unauthorised entry. If someone at the Pine Cone notices an intruder, once inside the building they should call Visitor Reception on the emergency number to alert the main school.

With regard to conducting examinations, the focus before, during and after an exam will be:

- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations.
- maintaining the integrity and security of the examinations/assessments process.



Roles and responsibilities

Head of centre

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates.
- To ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities.
- To arrange appropriate training for all exams-related staff in lockdown procedures.
- To ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due it being locked down.
- To ensure that all candidates and staff are aware of an exit point in case an intruder manages to gain access, or the exam room becomes unsafe.
- To provide written lockdown procedures for exam room/invigilator use.
- To inform the relevant Emergency Services immediately in the case of any potential threat to the safety of exams staff and candidates.

Senior leadership team (SLT)

- To have accountability for all exams staff and candidates taking examinations during a lockdown.
- To run training/drills for examination candidates on lockdown procedures.
- To inform parents/carers about the centre's Lockdown policy in relation to the conducting of examinations.
- To have a presence around exam room areas prior to the start of each exam session.
- To liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown.
- To use the exam room attendance register(s) to compile a list of all candidates not accounted for.

Exams officer

- To train invigilators in the centre's lockdown procedure.
- Where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown.
- To assist with Lockdown training for staff and students where applicable to the conducting of examinations.

Invigilators

- To be aware of the centre's lockdown procedure.
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown.
- Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room.



Lockdown procedure

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- A member of SLT will be present around exam room areas.
- Candidates will be instructed to enter the exam room immediately.
- Candidates will be instructed to remain silent and to ensure mobile phones are on silent and non-vibrate mode.
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode).
- The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.
- Invigilators will
 - lock all windows and close all curtains/blinds.
 - switch off all lights.
 - lock all doors to the entrance to the examination room.
 - take an attendance register/head count if possible.
 - if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:
 - tell candidates to stop writing immediately and close their answer booklets.
 - collect the attendance register.
 - make a note of time when the examination was suspended.
 - instruct candidates to remain silent, leave all examination materials on their desks.
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode).
 - lock all windows and close any/all curtains/blinds.
 - switch off all lights.
 - lock all doors to the entrance to the examination room.
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.



- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.
- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure.
- The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies.

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- Invigilators will:
 - stop dismissing candidates from the exam room.
 - instruct candidates who have left the room to re-enter the exam room.
 - instruct candidates to remain silent and hide under desks/tables.
 - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode).
 - lock all windows and close any/all curtains/blinds.
 - switch off all lights.
 - lock all doors to the entrance to the exam room.
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room.
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately.

Ending a lockdown

- The lockdown will be ended by either
 - An announcement on the Tannoy system.
 - the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room.
- A specific word or phrase may be used to confirm that the instruction to end Invigilators will undertake a head count/register and confirm attendance with the exams officer/LT.
- Where applicable and if advised to do so by LT/head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination.
- Invigilators will then:
 - ask candidates to return to their desks, remind them they are under formal exam conditions and allow a settling down period.
 - allow candidates the full working time remaining to do their examination.



- recalculate the revised finish time(s).
- tell the candidates to open their answer booklets and re-start their exam.
- amend the revised finish time(s) on display to candidates.
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding body/bodies and where relevant, any centre-wide lockdown recording form/log).
- The exams officer will
 - provide a report of the incident for the awarding body/bodies (via the special consideration process or as advised by the awarding body/bodies).
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance.
- Where applicable/possible/available, ST/exams officer will
 - discuss any alternative exam sittings with the awarding body/bodies.
 - offer, arrange and provide support services to staff and candidates.
- At the earliest opportunity, LT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes).
- Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support.
 - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website.

Emergency Evacuation:

In the event of emergency evacuation during examinations the invigilators must:

- Ask students to stop writing immediately and note what time the exam has been interrupted.
- Make sure that students leave all belongings and examination scripts in the exam room.
- Make sure students remain in silence and when instructed make their way to the MUGA.
- Take the attendance register to the MUGA to check that all students are accounted for.
- Only re-enter the building with students when instructed by a member of Senior Leadership Team.
- Remind students that they are still under strict exam conditions and should carry on with the examination when instructed to do so with the remainder of time allowed for the examination.
- Notify the examination officer so that examination boards can be made aware of any disruption so that special consideration could be applied for if necessary.



Addendum 4

Conflict of Interest Policy

Aims:

It is the responsibility of the head of centre to ensure that Shirebrook Academy has a written conflicts of interest policy in place available for inspection. This policy confirms that Shirebrook Academy manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series of:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units.
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter) for qualifications which include internally assessed components/units.
- maintains clear records of all instances where: exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter) being entered for examinations and assessments either at the centre itself or other centres.
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units • centre staff are taking qualifications at other centres (GR 5.3).

Purpose of the policy

The purpose of this policy is to confirm how Shirebrook Academy manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect information from all centre staff to identify and manage any conflicts of interest.

Managing conflicts of interest

The Exams Officer sends out an electronic copy of a conflict of interest form to all centre staff. This is used to create a digital log of any conflict reported. The relevant awarding body is informed of any of specific conflict of interests prior to the published deadline of entries for each examination series. The agreed measures/protocols put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log, and the affected members of centre staff are informed of these measures/protocols.

Roles and responsibilities

The role of the head of centre

- Ensure conflicts of interest are managed according to the requirements (GR 5.3).
- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (GR 5.3).
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff (GR 5.3).



- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3).
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre.
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials. Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3).

The role of the exams officer

- Ensure the process for collecting declarations of interest is undertaken.
- Identify and follow the awarding body's administrative process for submitting details of members of staff who are taking qualifications which include internally assessed components/units at their own centre; Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter) for qualifications which include internally assessed components/units (GR 5.3).
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3) .



Addendum 5

Internal Appeals Procedures

Appeals relating to internal assessment decisions

The process for managing appeals against centre assessments is detailed below which follows JCQ guidelines. Shirebrook Academy is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

1. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Shirebrook Academy 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.
2. Shirebrook Academy 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.
3. Shirebrook Academy 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.
4. Shirebrook Academy will, having received a request for copies of materials, promptly make them available to the candidate.
5. Shirebrook Academy will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
6. Requests for reviews of marking must be made in writing.
7. Shirebrook Academy 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.
8. Shirebrook Academy 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.
9. Shirebrook Academy will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
10. The candidate will be informed in writing of the outcome of the review of the centre's marking.
11. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

If the candidate is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the Principal and a member of the Governing Body.

The following table must be used to report and record any appeals.

Appellant	Date of appeal	Reason for appeal	Who is investigating	Outcome and date.

Appeals relating to post-result services

This procedure confirms Shirebrook Academy's compliance with JCQ's General Regulations for Approved Centres (section 5.13) that the centre will:

- have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an online application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Following the issue of results, awarding bodies make post-results services available.

Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. before they sit any exams, candidates are made aware/informed by a briefing during assembly and/or a letter home.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests).
- Service 2 (Review of marking).
- Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications).
- Service 3 (Review of moderation) - This service is not available to an individual candidate.

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking.
- Copies of scripts to support teaching and learning.

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

For written components that contributed to the final result, the centre will:



1. Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking.
2. In all other instances, consider accessing the script by:
 - a) (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline or
 - b) (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate.
3. Collect informed written consent/permission from the candidate to access his/her script.
4. On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking.
5. Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified.
6. Collect informed written consent from the candidate to request the RoR service before the request is submitted.
7. Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body].

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 (including priority service 2) is submitted to the awarding body. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

For any moderated components that contributed to the final result, the centre will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation.
- Consult the moderator's report/feedback to identify any issues raised.
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a RoR service 3 (Review of moderation) will not be available.
- Determine if there are any grounds to submit a request for a review of moderation for the work of all candidates in the original sample.

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- For a review of marking (RoR priority service 2), advise the candidate he/she may request the review by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre.
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of his/her script to support a review of marking by providing written permission for the centre to access the script (and any required fee for this service) for the centre to submit this request.



- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request.
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre [insert your centre's process, for example – by completing the internal appeals form] at least [X calendar days] prior to the internal deadline for submitting a request for a review of results.

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.

Appeals relating to access arrangements and special consideration

This procedure confirms Shirebrook Academy's compliance with JCQ's General Regulations for Approved Centres (section 5.3x) that the centre will:

- have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration.

Shirebrook Academy will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications Access Arrangements and Reasonable Adjustments and A guide to the special consideration process.

ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced.

Access arrangements and reasonable adjustments

In accordance with the regulations, Shirebrook Academy:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.



- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved.
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments).
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence.
- charging a fee for providing reasonable adjustments to disabled candidates AARA (Importance of these regulations).

Special consideration

Where Shirebrook Academy can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include Shirebrook Academy's decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where Shirebrook Academy makes a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal via a written letter. If the appeal is upheld, Shirebrook Academy will proceed to implement the necessary arrangements/submit the necessary application.

Appeals regarding centre decisions relating to other administrative issues

Circumstances may arise that cause Shirebrook Academy to make decisions on administrative issues that may affect a candidate's examinations/assessments.

Where Shirebrook Academy may make a decision that affects a candidate or candidates:



- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied the regulations or followed due process, a written request setting out the grounds for appeal should be submitted.
- An internal appeals form should be completed and submitted to the Exams Officer on behalf of the Principal before the internal deadline.

The appellant will be informed of the outcome of the appeal via letter once a decision has been made.

The internal appeals form and complaint and appeals log are available from the Exams Officer throughout the academic year, and at key times of the exam cycle (such a results day). These are also saved in the shared folder for exams, should the Exams Officer be absent.

Addendum 6

Escalation Policy

Aims

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

Should the Head of Centre or a member of leadership team in charge of exams be absent, duties will be given to another member of leadership team for the below key aspects of the exam cycle:

- Before examinations (Planning) - main duties and responsibilities relate to:
- Before examinations (Entries and Pre-exams).
- During examinations (Exam time).
- After examinations (Results and Post-Results).

The following JCQ publication should be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

