

**ST. HILD'S
CHURCH OF ENGLAND SCHOOL**

Policy Document

CONDUCT OF EXAMINATIONS

At St. Hild's Church of England School we aim to provide all of our pupils with a world class education in a Christian context. We expect to find God at work in our school.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"I have come that they may have life in all its fullness (John 10:10)"

Pupils face several series of examinations during their time in the school. The results of these examinations are used to measure their attainment and our performance. We must make sure that pupils become confident and experienced candidates for final external examinations. So that pupils may achieve to the best of their ability, exams are conducted in an environment of fairness and respect.

All Key Stage 4 examinations, internal and external, will be conducted according to JCQ standards. Pupils will be trained to work accordingly.

Before the examination

- Subjects should familiarise pupils with vocabulary and rules before the examination
- Senior staff will conduct assemblies with the pupils to inform them of examination procedures.
- Exams Officer will supply large clocks, information boards for start/finish times use and general stationery (pens, pencils, rulers, erasers, calculators)
- Exams Officer will provide a register of pupils for checking before each examination
- Exams Officer will issue candidate numbers for pupils for examination purposes
- Exams Officer will produce an exam timetable for pupils two weeks before start of exams
- Pupil notice boards will display relevant information
- Subject Leaders will supply specialist equipment (tracing paper, coloured pencils, etc)
- Subject Leaders will provide necessary written instructions for invigilators, e.g., about collection of papers/naming extra sheets, etc
- Senior Staff will be present at the start and end of each examination
- Pupils will be required to gather 30 minutes before the start time

Conducting the examination

- Invigilators should arrive promptly and be relieved half way through break where necessary
- Form Tutors and Year Leaders should be present at the beginning of examinations, where possible
- Attendance Officer will check absences at the beginning of examinations for follow-up and inform Year Leader and Exams Officer of action taken
- Pupils are required to stay for the complete duration of the examination
- Invigilators must sign in and out of all examinations
- Pupils should not be allowed to visit the lavatory unless the person in charge of the examination is convinced that it is absolutely necessary. They should always be accompanied, the visit recorded and a note sent to Year Leader/Exams Officer
- Pupils who continually misbehave should be referred to the member of staff on School Tour - internal exams only. For external exams serious misbehaviour should be reported to the Examinations Officer who will then take appropriate action.
- The fire alarm must be ignored unless the fire warden asks for the room to be cleared. The fire warden will establish with immediate effect the validity of the alarm and inform the chief invigilator immediately
- Invigilators should wear soft shoes and not hold discussions with each other or do any work which might take their attention away from the pupils in the exam room. They should spread themselves around the room so that they can respond quickly to pupils.

Appendix 1 - Emergency evacuation of examination room

Appendix 2 - Exam Contingency Plan

Appendix 3 - Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland

Appendix 4 – Use of a Word Processor Policy

Appendix 5 – Seating and Identifying Candidates in Exam Room

Appendix 6 – Escalation Process

Signed(Headteacher)	Review Date : Oct 2020
Signed (Chair of Governors)	

Revision Date	Version	Status (Annual)	Reference Material/Legislation
May 17	10.6	Approved @full Governors 8 th May 17	
May 18	10.7	Approved at Full Governors 17.09.18	
Oct 20	10.8	Approved at IEB 15.10.20	

Appendix 1

St Hild's Church of England School

Emergency evacuation procedure for examinations

The invigilator must take the following action in an emergency such as a fire alarm or bomb alert.

- Stop the candidates from writing and make a note of the time
- Wait for instructions from Fire Warden/Exams Officer
- Collect the attendance register (in order to ensure all candidates are present)
- Evacuate the examination room in line with the instructions given by the appropriate authority
- Advise candidates to leave all question papers and scripts in the examination room
- Candidates should leave the room in silence and gather in the all weather pitch
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- (moved this to point 1)Note the time the candidates returned to the room and allow the candidates the full working time set for the examination
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- Make a full report of the incident and of the action taken and send to the relevant awarding body

Appendix 2

Exam Contingency Plan

St-Hild's Church of England School

Purpose of the plan:

Produced In accordance with new JCQ regulations that come into action from June 2016:

“For the academic year 2015/16, and with effect from the June 2016 examination series onwards, all centres must have an examination contingency plan/examinations policy on file for inspection. The examination contingency plan/examinations policy should cover all aspects of examination administration. It will allow senior leaders to have a robust contingency plan in place, minimising risk to examination administration and any adverse impact on students, should the examinations officer be absent at a critical stage of the examination cycle.”

1. Exam Officer Absence at key points in the exam cycle.
2. SENDCO absence at key points in the exam cycle.
3. Teaching staff absence at key points in the exam cycle.
4. Invigilator absence.
5. Exam Rooms – lack of appropriate rooms, unavailable rooms.
6. Existing Joint Contingency plan.

1. Exam Officer Absence at key points in the exam cycle.

Key tasks to complete in the management and administration of the exam cycle:

Planning: (From September)

- Information gathering from departments – what specs/boards/subjects will be examined.
- Key exam key dates are entered into diary to assist with meeting deadlines.
- Sufficient Invigilators recruited and trained.
- Mock/Trial exams throughout the year are conducted like GCSE exams.

Entries: (February)

Registrations (November)

- Deadline for entries needs to be met or late fees apply, sufficient time is needed before deadline to request info from teachers, enter onto exams system and check before sending. Codes and board information must be provided by staff.
- BTEC pupils need to be registered by 1st Nov or late fees apply.
- Various deadlines throughout the year for BTEC exams, check with Exam Board.
- Access arrangement application deadline is end of March.

Pre-exams (February onwards)

- Timetable created once entries are confirmed and sent to staff, pupils and parents, rooms booked, invigilators booked in advance as they often work for more than one school.
- Access Arrangements and alternative rooms to be booked and staffed.
- Candidate statements of results to be sent along with rules to be checked by them and inform us of any issues.
- Any requested coursework must be sent within deadlines to moderators and assessment material stored in secure conditions
- Exam paper deliveries must be checked and stored in secure conditions.
- Work with site staff re the set-up of rooms.
- Parcel force collections to be booked for script collection – daily
- Sufficient equipment for pupils is available – order if needed.

Exam time (May/June)

- Hall and other rooms to be set up with exam cards and posters/notices. Equipment and exam papers need to be brought to the exam room 30/45mins before the start of the exam.
- JCQ regs must be adhered to during the exam and invigilated by trained staff. Mobile phones/electrical items to be removed from the exam room.
- EO on radio to assist with anything invigilators request during the exam.
- Any paperwork needed must be filled in immediately – very late arrival, suspected malpractice, special consideration etc.
- Scripts need to be sorted as required by the board and dispatched using the labels that are emailed from the boards, parcel force should collect these.
- Pupils to be informed of results day arrangements.
- Invigilator time sheets to be processed.

Results and Post Results (August)

- Results to be downloaded into the school system 24hours before release date to pupils
- Statements of results to be printed from system and put in envelopes ready for collection by pupils the following day.
- Based on teacher analysis the post results services are to be administered – pupils permission is needed, application to the board, record keeping of outcomes and informing candidates.

Throughout the year:

- Any data tasks Exam Officer is asked to complete

Centre Actions to ensure these tasks are carried out:

- Deputy Head- Academic to complete/distribute all admin tasks as necessary.
- Exam keys are locked in site manager's office- Lead invigilator together with a member of SMT to enter exam office for necessary equipment on exam day.
- Lead invigilator sets up the hall and starts exam under the guidance of a member of SMT.
- Member of SMT keeps radio with them in case invigilators need assistance.
- Lead invigilator to despatch papers using the parcel force service.

- Exam Officer to arrange for labels to be sent to multiple email addresses.
- Exam Officer to complete a log before leaving for the day of key tasks that are complete/to do so this can be picked up the next morning in case of absence.

2. SENDCO absence at key points in the exam cycle.

Key tasks to complete in the management and administration of the exam cycle

Planning:

- Candidates need to be tested by a qualified member of staff if there is a possibility they may be entitled to access arrangements.
- Evidence of normal way of working needs to be collected from teachers if access arrangement is to be applied for. Findings passed to Exams Officer to apply to the board.

Pre-exams:

- Ensure all approvals have been received and any extra evidence submitted if needed.
- Pupils and parents need to be aware of the arrangement and what it means.
- Modified paper requirements identified.
- Any invigilators facilitating an Access Arrangement need to be trained.

Exam Time:

- Access arrangement staff must be familiar with JCQ rules and regs and the arrangements for the pupils.
- Staff facilitate Access Arrangements for pupils

Centre Actions to ensure these tasks are carried out:

- Access arrangements last for 2 years - ensure that arrangements are applied for at the beginning or Y10.
- Learning Support team to assist.

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

Key tasks to complete in the management and administration of the exam cycle

- Estimated Entries to be given to EO (October) or pre-release material may not being sent.
- Actual entries need to be given to EO using their internal deadline to ensure external deadline is not missed resulting in late fees.
- Internal assessment marks need to be provided on deadlines set by EO.

Centre Actions to ensure these tasks are carried out:

- SMT link to be responsible for their subject area.

4. Invigilator absence.

Possible issues:

- Insufficient invigilators recruited to cover absent colleagues meaning ratio of invigilators to pupils is not met.
- JCQ required training session not carried out for all invigilators.
- Invigilator does not turn up when required or phones in last minute.

Centre Actions to ensure these tasks are carried out:

- EO to look at numbers in the autumn term and advise if the centre needs to recruit further invigilators.
- Cover supervisors/Teaching assistants to cover if needed.
- Exam Officer to speak to Cover Manager if there is a short fall in invigilator numbers.
- Other staff are available that have been trained in leading exams and can be used in an emergency

5. Exam Rooms – lack of appropriate rooms, unavailable rooms

Possible issues:

- Insufficient room in Sports Hall due to large Cohort.
- Insufficient rooms available for alternative rooms for access arrangements/disruptive behaviour.
- Main exam venue is unable to be used due to an unexpected incident.

Centre Actions:

- Room bookings made soon after exam entries are finalised (March)
- Senior staff/Year Manager to identify early which pupils are likely to misbehave and where they should go for exams.
- SENDCO to assist with finding suitable room for Access Arrangements.
- Exams will take priority and if needed classes will be re-roomed.

6. Existing Joint Contingency plan.

Please refer to attached existing joint contingency plan that is already in place but is non centre specific.

Appendix 3



GOV.UK



Ofqual

[See more information about this Guidance](#)

1.

Background

1.1 Who owns the joint contingency plan

The plan is jointly owned by:

- the Office of Qualifications and Examinations Regulation (Ofqual)
- the Department for Education (DfE)
- the Welsh Government
- the Department of Education, Northern Ireland (DENI)
- the Council for the Curriculum, Examinations and Assessment (CCEA)
- awarding organisations including AQA, City & Guilds, Oxford, Cambridge and RSA (OCR), Pearson, Vocational Training Charitable Trust (VTCT) and WJEC
- the Joint Council for Qualifications (JCQ)
- the Universities and Colleges Admissions Service (UCAS)

While Scotland operates a different examinations system, the Scottish Qualifications Authority has been involved in the compilation of the plan to ensure its approach adopts the same principles of fairness, transparency, evidence and integrity.

1.2 Who the plan is for

The plan is designed for two audiences:

- staff from awarding organisations delivering examinations
- staff within schools and centres (including headteachers) who are responsible for administering examinations.

1.3 The purpose of the plan

The purpose of the joint contingency plan is to ensure there is a consistent and effective response in the event of major disruption to the examination system.

All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions, which have been used on numerous occasions.

This joint contingency plan takes these processes and procedures into account and is designed to complement them, not replace them.

1.4 The outcomes of the plan

The overall outcome of the plan is to ensure that the interests of candidates are safeguarded while maintaining the integrity of the examination system and qualification standards.

There are three specific outcomes the plan seeks to achieve:

- delivering assessments to published timetables
- delivering results to published timetables
- complying with regulatory requirements in relation to assessment, marking and standards

1.5 Qualifications covered by the plan

The qualifications covered by the plan are primarily large entry, externally assessed examinations delivered in schools. These include GCSEs, AS levels, A levels, Tech levels, BTEC National Diplomas and Cambridge Nationals.

1.6 When the plan would be triggered

The plan would be triggered in the event of a major disruption to the examination system affecting significant numbers of candidates across several awarding organisations.

This could include severe weather, widespread illness, travel disruption, fires, logistical problems or system failures.

Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency

1.7 If planned contingency actions are not sufficient

If the contingencies set out in this plan are not proving sufficient to tackle the issue, Ofqual will convene an identified crisis management team consisting of representatives of all organisations involved, to agree the additional actions required.

1.8 Reviewing the plan

The plan was first published in 2006, and is reviewed and updated on an annual basis, each autumn term, by a contingency management group. A revised version is then published on [Ofqual's website](#). The last review took place in November 2014.

2.

Communications

The scale of the exams, qualifications and testing system in England, Wales and Northern Ireland is huge, involving more than a million students each year and thousands of centres.

It is vital that a system of this size has robust and co-ordinated contingency plans in place to deal with any major disruption that may affect candidates.

In the event of a major disruption, communication is an important factor in ensuring an effective and consistent response across the agencies involved.

This includes communications between the organisations involved in the response, and communications to stakeholders such as centres, candidates, parents or carers and the public.

Details of whether specific contingencies have been agreed across organisations will be confirmed on [Ofqual's website](#) and proactively communicated to relevant stakeholders.

All organisations involved in this joint contingency plan are committed to:

- sharing timely and accurate information as required to meet the aims of the plan

communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them, ensuring that any messages to the public are clear and accurate

In addition, the Department for Education (DfE), the Department of Education Northern Ireland (DENI) and the Welsh Government are committed to ensuring that relevant government ministers are informed as

soon as it becomes apparent that there will be significant local or national disruption; and that they are kept updated until the matter is resolved.

3.

Scenarios

Twelve specific scenarios are set out in this plan relating to widespread disruption of the examination system where contingency plans would be invoked.

The scenarios are set in sequence, following the way in which an examination would be planned and delivered, from issuing scripts to offering post results services.

Each scenario sets out the following information:

- the type of scenario
- who the scenario affects
- when to implement the plan
- one example of the scenario
- recommended actions for various stakeholders to take
- specific communication – if there is specific communication that should be undertaken with one of the stakeholders
- success criteria – what a successful resolution of the issue would look like
- where to get further information and advice

For the purpose of the scenarios, stakeholders include candidates, teachers, centre staff, parents, carers, awarding organisation staff, courier staff and scanning centre staff.

Please note that centre staff in these scenarios refer to members of staff who are administering examinations and may include headteachers, teachers and administration staff.

3.1 Scenario 1 – Disruption of teaching time – a significant number of centres are closed for an extended period

Type of scenario	Disruption to candidates 1
Impact on	Teachers, candidates, parents and carers
When to implement the plan	In the event that a significant number of centres are closed, and candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
Example of scenario	Severe flooding closes a significant number of centres in a region
Recommended actions	<p>Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students for examinations as usual</p> <p>It is recommended that centres:</p> <ul style="list-style-type: none">- have contingency plans in place to facilitate alternative methods of learning, alternative venues or both- prioritise candidates who will be facing examinations shortly- advise candidates, where appropriate, to sit examinations in the next available series
Specific communication	The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this
Success criteria	Students continue to be taught either through an alternative method of learning or at an alternative venue

Further advice and information

Guidance on emergency planning, with [advice on severe weather](#), is available from the Department for Education

There is also [statutory guidance on school closures](#)


Further advice from the Department of Education Northern Ireland can be found in the Useful Information section of this document

3.2 Scenario 2 – Candidates unable to take examinations because of a crisis – centres remain open

Type of scenario	Disruption to candidates
Impact on	School and college staff, teachers, candidates, parents and carers
When to implement the plan	In the event that candidates are unable to attend examination centres to take examinations as normal.
Example of scenario	A sickness bug means that a number of candidates are not able to attend a centre to take an examination.
Recommended actions	<p>It is recommended that centres:</p> <ul style="list-style-type: none">- liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations- offer candidates an opportunity to sit any examinations missed at the next available series- apply to awarding organisations for special consideration for candidates where they have met the minimum requirements <p>Please note: candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply</p>
Specific communication	The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.
Success criteria	Candidates are able to sit examinations with minimum disruption or additional stress to them.

Further advice and information JQC's guidance on special consideration and alternative site arrangements can be accessed through the [JQC website](#).

3.3 Scenario 3 – Disruption in the distribution of examination papers


Type of scenario	Transport or delivery
Impact on	Awarding organisation staff, teachers, candidates
When to implement the plan	In the event that there is a disruption to the distribution of examination papers to centres in advance of examinations.
Example of scenario	A courier delivers a wrong set of examination papers to a centre. 
Recommended actions	It is recommended that awarding organisations: <ul style="list-style-type: none">- source alternative couriers for delivery of hard copies- provide centres with electronic access to examination papers via a secure external network- fax examination papers to centres if electronic transfer is not possible. Please note that the examinations officer would need to ensure that copies are received, made and stored under secure conditions
Specific communication	The centre to communicate with awarding organisations to organise alternative delivery of papers.
Success criteria	Students are able to proceed with taking examinations without having to reschedule examinations.
Further advice and information	not applicable



3.4 Scenario 4 – Disruption to the transportation of completed examination scripts

Type of scenario	Transport or delivery
Impact on	Courier staff, centre staff, awarding organisation staff
When to implement the plan	In the event that there is a delay in normal collection arrangements for completed examination scripts
Example of scenario	A courier contacts a centre to report a problem about picking up scripts on time
Recommended actions	It is recommended that centres: - in the first instance, seek advice from awarding organisations and their normal collection agency regarding collection - do not make their own arrangements for transportation without approval from awarding organisations - ensure secure storage of completed examination scripts until collection
Specific communication	The centre to communicate with relevant awarding organisations at the outset to resolve the issue.
Success criteria	Scripts are stored 'securely' in line with JCQ guidance. Scripts are collected and delivered to awarding organisations with the minimum of delay
Further advice and information	JCQ guidance regarding the 'secure storage of scripts' is available on the JCQ website under Instructions for Conducting Examinations 2014-2015 Guidance on the 'Life of a script' is also available on the JCQ website

3.5 Scenario 5 – Centres are unable to open as normal during the examination period

Type of scenario	Disruption to centre
Impact on	Candidates, teachers, centre staff, parents, carers and awarding organisation staff
When to implement the plan	In the event that centres are unable to open as normal for scheduled examinations.
Example of scenario	A fire at the centre means that it is  closed when examinations are due to take place.

Recommended actions	<p>It is recommended that centres:</p> <ul style="list-style-type: none"> - open for examinations and examination candidates only, if possible - use alternative venues in agreement with relevant awarding organisations (eg share facilities with other centres or use other public buildings if possible) - apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see Scenario 3) - offer candidates an opportunity to sit any examinations missed at the next available series, if possible
Specific communication	A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible
Success criteria	Students are able to take examinations in alternative venues in a timely way
Further advice and information	<p>Centres should cover the impact on examinations as part of their general planning for emergencies</p> <p>The responsibility for deciding whether it is safe for a centre to open lies with the head of centre. The head is responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether they are able to open.</p> <p>DfE guidance on school closures is available on the GOV.UK website</p>

3.6 Scenario 6 – Assessment evidence is not available to be marked

Type of scenario	Marking
Impact on	Candidates, teachers, school and college staff, parents, carers and awarding organisation staff
When to implement the plan	In the event of large scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked
Example of scenario	A fire at the centre destroys completed examination scripts
Recommended actions	<p>It is recommended that:</p> <ul style="list-style-type: none"> - awarding organisations generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement, as defined by the awarding organisations in consultation with the regulators

- candidates retake the assessment that has been affected at a subsequent assessment window, if possible

Specific communication	It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers
Success criteria	Candidate marks are able to be generated (if possible) from existing assessment materials
Further advice and information	To be sought from the relevant awarding organisation

3.7 **Scenario 7 – Disruption to the scanning process – where completed examination scripts are being scanned in preparation for on-screen marking**

Type of scenario	Marking
Impact on	Scanning centre staff, awarding organisation staff
When to implement the plan	In the event that there is disruption to the scanning process
Example of scenario	A scanning centre reports technical problems with scanning machines leading to delays
Recommended actions	It is recommended that awarding organisations: <ul style="list-style-type: none"> - awarding implement their existing contingency plans for disruption to on-screen marking process - revert to traditional forms of marking, recruit, train or re-standardise qualified new markers
Specific communication	None
Success criteria	Deadlines for marking schedules are met
Further advice and information	To be sought from the relevant awarding organisation

3.8 Scenario 8 – Markers unable to mark examination scripts according to marking schedules

Type of scenario	Marking
Impact on	Awarding organisation staff
When to implement the plan	In the event that a significant number of markers are unable to mark examination scripts, resulting in a risk to the delivery of results by scheduled dates
Example of scenario	Significant numbers of markers withdraw from a specific qualification at short notice
Recommended actions	It is recommended that awarding organisations: <ul style="list-style-type: none"> - reallocate scripts to available markers - recruit, train or re-standardise qualified new markers - contact each other to 'share' markers for specific qualifications - prioritise marking based on results dates, UCAS deadlines, qualifications that require further study (eg maths and English)
Specific communication	None
Success criteria	Deadlines for marking schedules are met
Further advice and information	not applicable

3.9 Scenario 9 – Difficulty in meeting planned schedule or unable to issue results

Type of scenario	Issuing results
Impact on	Awarding organisation staff, candidates, parents and carers
When to	In the event that an awarding organisation (including the case of a single

implement the plan	awarding organisation) is unable to meet a planned schedule for issuing results, due to a catastrophic process or systems failure
Example of scenario	A process failure delays both the preparation and issuing of results
Recommended actions	<p>If awarding organisations face delays in meeting the planned schedule for issuing results, it is recommended that they:</p> <ul style="list-style-type: none"> - establish priorities for processing results in line with UCAS and Central Applications Office 2 (CAO) deadlines - implement existing contingency plans for disruption to the schedule for issuing results - in consultation with regulators, assess the level of disruption and consider alternative options for issuing results, dependent upon the nature of the issue - in consultation with regulators, liaise with relevant organisations (eg UCAS, CAO) regarding candidate progression to further and higher education
Specific communication	Awarding organisation(s) to brief schools and colleges about potential delays to issuing results
Success criteria	Deadlines for issuing results to candidates are met
Further advice and information	not applicable

3.10 Scenario 10 – Awarding organisations unable to issue accurate results

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers
When to implement the plan	In the event that a catastrophic system error, failure or attack on systems means a significant number of results cannot be validated as accurate, or are issued and found to be inaccurate
Example of scenario	An IT system failure impacts upon the accuracy of results
Recommended	It is recommended that awarding organisations:

actions	<ul style="list-style-type: none"> - revalidate results - reissue results, via an alternative format if necessary
Specific communication	<p>Awarding organisations to inform schools, colleges and candidates of any incorrect results</p> <p>Awarding organisations to advise UCAS and CAO about any issues with incorrect results that may impact on their deadlines</p>
Success criteria	Results are revalidated or reissued in a timely way for candidates
Further advice and information	not applicable

3.11 Scenario 11 – Centres are unable to distribute results as normal

Type of scenario	Issuing results
Impact on	Awarding organisation staff, school and college staff, candidates, parents and carers
When to implement the plan	In the event that schools or colleges are unable to access or manage the distribution of results to candidates
Example of scenario	A school or college is closed and therefore candidates are not able to visit to find out their results
Recommended actions	<p>It is recommended that schools and colleges:</p> <ul style="list-style-type: none"> - make arrangements to access results at an alternative site - share facilities with other schools and colleges if possible
Specific communication	Centres to contact awarding organisations about alternative options
Success criteria	Candidates receive results in a timely way
Further advice and information	not applicable

3.12 Scenario 12 – Awarding organisations are unable to offer post results services

Type of scenario	Post results services
Impact on	Awarding organisation staff, centre staff, candidates, parents and carers
When to implement the plan	In the event that awarding organisations are not able to provide post results services, with centres and candidates unable to access services such as enquiries about results and appeals
Example of scenario	A systems failure shuts down an awarding organisation’s online post results service
Recommended actions	It is recommended that awarding organisations: <ul style="list-style-type: none"> - make arrangements to provide post results services for centres and candidates through alternative methods (eg paper, Excel spreadsheets, traditional re-marking) - prioritise candidates going through UCAS or CAO
Specific communication	Awarding organisations inform centres and UCAS or CAO about the implications of not providing this service
Success criteria	Candidates are offered a post results service using alternative methods in a timely way
Further advice and information	not applicable

4.

Summary of responsibilities in the event of disruption to examinations

Awarding organisations are responsible for:

Examination centres are responsible for:

Offering advice regarding communication with candidates, parents and carers

Communicating with candidates, parents and carers

Preparing plans for any disruption to exams as part

	of general emergency planning
Ensuring centres receive examination materials for scheduled examinations	Preparing candidates for examinations
	Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations
	Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions
	Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open
Advising centres on possible alternative examination arrangements and declining or approving proposals for alternative examination arrangements	Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations
Evaluating and declining or approving requests for special consideration	Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding organisations
	Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers
Marking, moderating and grading candidate work	
Issuing results to centres on scheduled dates	The distribution of examination results to candidates
Advising UCAS and CAO about any delays that may impact on their deadlines	
Making a post results service available	Offering a post results service

Useful Information

5.

5.1 Organisations

- [AQA](#)
- [CCEA](#)
- [City & Guilds](#)
- [Pearson](#)
- [OCR](#)
- [VTCT](#)
- [WJEC](#)
- [JCQ](#) (Joint Council for Qualifications)
- [Ofqual](#) (Office of Qualifications and Examinations Regulation)
- [DfE](#) (Department for Education)
- [DENI](#) (Department of Education, Northern Ireland)
- [UCAS](#) (Universities and Colleges Admissions Service)
- [CAO](#) (Central Applications Office, Ireland)
- [Welsh Government](#)



5.2 Links



- [JCQ: A guide to the special consideration process](#)
- [JCQ: Instructions for conducting examinations](#)
- [JCQ: Instructions for handling scripts](#)
- [DfE guidance on dealing with disruption to teaching and learning](#)
- [DfE guidance on school closures](#)
- [DENI guidance on exceptional closure of schools due to adverse weather](#)
- [DENI checklist for principals when considering opening or closure of school](#)
- [NI Direct advice on school closures](#)



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1. Please note, this relates to widespread disruption on a regional or national basis with a significant number of centres being closed. [__](#)
 2. Central Applications Office (CAO) processes applications for undergraduate courses in Irish higher education institutions. UCAS provides the same service for higher education courses in the UK. [__](#)

Services and information

Departments and policy

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Appendix 4

Use of a Word Processor Policy

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

At St Hild's Church of England School candidates who require a word processor for their examinations are provided with laptops which comply with JCQ regulations:

“Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs”

Principles for using a Word Processor

- The use of word processors is allowed in order to remove barriers for candidates who would otherwise be placed at a substantial disadvantage as a consequence of
 - persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the
 - assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Candidates may not require the use of a word processor in each specification. As
 - subjects and their methods of assessments may vary, leading to different demands on our candidates, the need for the use of a word processor is considered on subject-by-subject basis.
- Candidates are made aware that they will have the use of a word processor for examinations and non examination assessments.

The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working'. The only exception to this, is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

Particular types of candidates may benefit from using a word processor, for example:

- a student whose handwriting is illegible/ incomprehensible.
- a student whose handwriting speed is slow and when assessed the student has a handwriting speed standardised score of less than 85.

- a student who has a medical condition whereby it is uncomfortable and/or painful for them to write for extended periods.
- a student with a physical disability which affects their ability to write.

A word processor will not be granted to a candidate simply because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home. *(this list is not exhaustive)*

For examinations at St Hild's Church of England School

- provide a word processor with the spelling and grammar check facility/predictive text disabled.
- only grant the use of a word processor to a candidate where it is their normal way of working within the centre.
- only grant the use of a word processor to a candidate if it is appropriate to their needs.
- in all cases, ensure that a word processor cover sheet is completed and included with each candidate's typed script.
- ensure word processors have been cleared of any previously stored data.
- ensure word processors are in good working order at the time of the examination.
- ensure a candidate using a word processor during an examination will be accommodated separately and a separate invigilator is used.
- ensure word processors have the facility to print from a portable storage medium.
- ensure documents are printed after the examination is over.
- ensure candidates are present to verify that the work printed is their own.
- ensure word processed scripts are inserted in any answer booklet which contains some of the answers.
- ensure word processors are not used to perform skills which are being assessed.
- ensure word processors are not connected to an intranet or any other means of communication.
- ensure candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor

Appendix 5

Seating and Identifying Candidates in Exam Room

Exams officer

- Ensures a procedure is in place to verify candidate identity including private candidates

Candidate Identification Procedure

The centre will verify the identity of all students that they enter for examinations or assessments. The centre must be satisfied that all candidate identities have been checked, whether as part of the initial registration process, or in the case of private candidates through a verification process which involves photo-ID.

Invigilators must establish the identity of all candidates sitting examinations. Year Leaders and SLT will be present outside of the exam room to verify pupil's identity.

A private/external candidate or a transferred candidate who is not known to the school or college must show photographic documentary evidence to prove that he/she is the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence.

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes. Centres must inform candidates in advance of this procedure and well before their first examination.

Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination.

Invigilators must be informed of those candidates with access arrangements and must be made aware of the access arrangement(s) awarded. This information is added to the seating plans provided by the Exams Officer.

Appendix 6

Escalation Process

It is the responsibility of the head of centre to ensure that their centre has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

- Has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO.

- Makes sure that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during an examination.
- St Hild's Church of England School has 2 member of staff with responsibility of running exams.
- In the event of the absence of the Headteacher and SLT with responsibility for examinations then this duty will fall to Mr Chris Seymour Deputy Headteacher.