



Queen's Croft High School

Examination Policy

**Including Access Arrangements Policy,
Lockdown Policy and Exam Archiving
Policies**

Prepared by:

Checked by:

Adopted by Governors:

Review Date:

Alison Hunt, Exams Administrator

Dr Debbie Bailey, Headteacher

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EXAMINATION POLICY

Purpose

The purpose of this exam policy is to ensure the planning and management of exams at Queen's Croft High School is conducted efficiently and in the best interest of candidates and to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

The exam policy will be reviewed every two years.

The exam policy will be reviewed by the Senior Leadership team and approved by Governors.

Responsibilities

Overall responsibility for examinations sits with the Headteacher. On a day-to-day basis this responsibility is delegated to the relevant member of the senior leadership team (the Exam Officer) who is supported by the Exams Administrator at the school.

The designated member of the senior leadership team manages the administration of public and internal exams in conjunction with administrative staff:

- Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.
- Administers access arrangements and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration 12/13.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.

- Maintains systems and processes to support the timely entry of candidates for their exams.
- Ensure all staff involved in examinations are aware of the Examination Policy and all the provisions and principles contained within it.

Subject Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submission of candidates' names to curriculum leads and the Examination Officer.
- Ensuring all candidates are aware of the provisions and principles of the Examination policy including the procedure to following for any appeals against the outcomes received. (The procedure is appended to this policy) and Malpractice as detailed later in this policy.

The Deputy Head, as Special Educational Needs Co-ordinator, is responsible for:

- Identification and testing of candidates in relation to requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Invigilators are responsible for:

- Collection of exam papers and other material from the exam's officer before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the main office to be secured in the safe.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Accredited Qualifications

The qualifications offered at this centre are decided by the Senior Leadership Team in conjunction with subject staff and Heads of Key Stage.

The accredited qualifications currently offered at Queen's Croft High School include GCSE, BTEC (at Entry level, Level 1 and Level 2) and Functional Skills and Entry Level Awards and Certificates..

Any change of specification must be reported immediately to the Exams Administrator in the office. It is the responsibility of the subject teacher in

charge of a qualification to provide full details of the course specification and details in respect of examination entries.

Exam seasons

External exams and assessments are scheduled in May and June each year. Some functional skills exams will take place outside this period and other practical examinations may also fall at different times.

On-demand assessments are to be scheduled in agreement with the Exams Officer.

Once confirmed, the Exams Officer will circulate the exam timetable for External Exams.

Entries, entry details and late entries

Candidates are selected for their exam entries by the Curriculum Leads / Subject Teachers.

Entry deadlines are circulated to heads of department via Email.

Late entries are authorised by the Exam Officer.

Re-sits are offered to students where appropriate.

Exam fees

Exam entry fees are paid by the school.

Late entry or amendment fees are paid by the school.

Equalities Act

All exam centre staff must ensure that they meet the requirements of the Equalities Act 2010 and this is outlined in the Exam's Disability Policy, which can be found in our Disability Policy (exams).

The centre will meet the disability provisions under the Equality Act 2010, by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Headteacher.

Queen's Croft High School will make every possible reasonable adjustment to meet the individual needs of any student with any form of covered under the provisions of the Equality Act (2010). Each candidate will be assessed on a case by case basis and provision made in relation to access arrangements and reasonable adjustments in line with our internal procedures. These are based on best practice and guidance from the specific exam board.

Fair Assessment

Queen's Croft High School is committed to ensuring that all learners have the opportunity to achieve their full potential by the most appropriate and direct route available. Decisions on whether a candidate should be entered for a particular subject will be taken following a review of their progress and in consultation with the Candidates/parents/carers and Subject teachers.

In addition to the specific provisions for disability detailed under the Equalities Act section above, the policy is based on all concepts of equality and diversity, as outlined in the School's Equality Policy. Candidates will not be disadvantaged on the basis of a protected characteristic; sex, race, disability, religion or belief and sexual orientation, pupils who are pregnant or undergoing gender reassignment.

Assessment procedures clearly detail the processes applied and ensure that exams are administered consistently and openly, and that the procedures are fair and non-discriminatory.

Non-examination assessment

Non-examination assessments are carried out in accordance with the regulations set down by JCQ. A copy of the procedures and systems for non-examination assessments is appended to this policy.

Access arrangements

The Headteacher and Deputy Head will work with subject staff to identify those students who need access arrangements in advance of any examination series.

A candidate's access arrangements requirement is determined by an Educational psychologist or Specialist teacher assessment.

Making access arrangements for candidates to take exams is the responsibility of the Exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams officer.

Rooming for access arrangement candidates will be arranged by the exams officer.

Invigilation and support for access arrangement candidates will be organised by the exams officer.

Further details can be found in the Access Arrangement Policy, which is appendix 8 of this policy.

Contingency planning

Contingency planning for exams administration is the responsibility of the exams officer. The procedure for a lockdown is outlined in the School's exams Lockdown Policy, which is appendix 7 to this policy and Exam Contingency Policy.

Managing invigilators

Support staff are used to invigilate all examinations, as they know the pupils best and can reduce anxiety.

Invigilators are timetabled and briefed by the Exams Officer. Invigilators have undertaken training and a log is kept by the Exams Officer.

Malpractice

Malpractice is any illegal or unethical activity or practice that deliberately breaches regulations, or might compromise quality assurance or control, or undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification, or could otherwise compromise the reputation of the centre, or the wider qualifications community.

Malpractice may involve any or all the following: candidates, centre staff, for example:

- Candidate malpractice could be plagiarism of any kind; collusion or copying of another candidate's work; assuming the identity of another person for the purposes of assessment; providing false information in relation to exemption from assessment.
- Centre staff malpractice could be contravention of, or continued failure to meet centre approval, or administration or quality assurance requirements; providing improper assistance to candidates in the production of work for assessment; allowing evidence which is known by the staff member not to be the candidate's own to be included; or making claims for certification prior to the candidate completing all the requirements of the assessment

Maladministration is any unintentional activity or practice that leads to non-compliance with individual awarding organisation requirements. In most cases, maladministration will relate to administrative or quality assurance procedures, and may involve staff or candidates. Maladministration, if serious enough, may be treated as malpractice.

The Exams Officer is responsible for investigating any suspected malpractice. Malpractice is taken seriously and could potentially lead to disciplinary action for centre staff malpractice or disqualification for malpractice relating to candidates.

The procedure for dealing with Malpractice is detailed in Appendix 4 although all suspected and actual incidents of malpractice are reported to the examination board or JCQ as appropriate.

Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator. The exams officer and subject staff are responsible for setting up the allocated rooms.

The Examinations Officer or nominated deputy will start all exams in accordance with JCQ guidelines.

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

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

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 curriculum leads / subject teachers at the end of the exam session.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

Candidates

Candidates' personal belongings are handed in at the start of every exam. It is school policy for students to hand in mobile phones on a daily basis.

Disruptive candidates will be dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the exams officer or nominated deputy.

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

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

Seating and identifying candidates in exam rooms

Exams officer

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

Verifying candidate identity procedure

Queen's Croft High School candidates have an exam card showing their photograph placed on their desk. On the day of their examination the EO or EA checks the ID & collects the candidate & escorts them to & from the exam room. The EO or EO check the ears of any candidates wearing hijabs to ensure they are not wearing ear pieces

- ▶ Ensures invigilators are aware of the procedure
- ▶ Provides seating plans for exam rooms according to JCQ and awarding body requirements

Clash candidates

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

Special consideration

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

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

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

Results, enquiries about results (EARs) and access to scripts (ATS)

Queen's Croft High School will be open on results day each August for students to collect their results (GCSE only). Results will be emailed to parents email addresses held on SIMS after 8am on Results Day. Students will also be given the opportunity to collect a paper copy of their GCSE Results from the school hall between 10am and 12pm on Results Day.

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

If a result is queried, the Exams Officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged. Any queries of this nature should be addressed to the exams officer.

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

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

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

Appeals

Any student or their parents wishing to appeal in relation to the school's marking of internally assessed work for public examinations should follow the *Internal Appeals Procedure* which is appended to this policy.

Certificates

Certificates are presented to candidates at the awards evening in November. Any candidate who is not present will have their certificates posted to them. Candidates accept full responsibility for postal issues.

Retention of records: roles and responsibilities

Exams Officer

- ▶ Keeps records as required by JCQ and awarding bodies for the required period
- ▶ Keeps records as required by the centre's records management policy
- ▶ Provides an exam archiving policy that identifies information held, retention period and method of disposal.
- ▶ The exams archiving policy can be found as Appendix 6 of this document.



Queen's Croft High School

Lockdown Policy (Exams)

Purpose of the policy

This policy details the measures taken at Queen's Croft High School 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

Queen's Croft High School has devised lockdown procedures after consulting GOV.UK's [Developing Dynamic Lockdown Procedures](#) guidance.

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
- ▶ how to achieve an effective lockdown
- ▶ how to let people know what's happening
- ▶ training staff engaged/involved in the conducting of examinations
- ▶ STAY SAFE principles (Run, Hide, Tell)

Roles and responsibilities

Head of centre

- ▶ To ensure that a dedicated lockdown alert 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 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, hide under exam desks or sit against a wall/around a corner but not near the door
- ▶ 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' 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 and/or use tables, or any other furniture, to barricade 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 turn their papers over.
 - 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 and hide under exam desk
 - 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 all curtains/blinds

- switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade 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 examination 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' mode).
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade 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 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 the lockdown is genuine
- ▶ Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- ▶ Where applicable and if advised to do so by SLT/ 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 exam conditions and allow a settling down period
 - recalculate the revised finish time(s) to allow for the full exam time
 - tell the candidates to turn their papers over 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 bodies and where relevant, any centre-wide lockdown recording form/log)
- ▶ The exams officer will
 - provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
 - safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- ▶ Where applicable/possible/available, SLT/exams officer will
 - negotiate any alternative exam sittings with the awarding bodies
 - offer, arrange and provide support services to staff and candidates
- ▶ At the earliest opportunity, SLT/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



Queen's Croft High School

Exams Archiving Policy

Purpose of the policy

The purpose of this policy is to:

- ▶ identify exams-related information/records held by the exams office
- ▶ identify the retention period
- ▶ determine the action required at the end of the retention period and the method of disposal
- ▶ inform or supplement the centre-wide records management policy

This policy is used in line with Queen's Croft High School's policies on data protection including GDPR.

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo as records owner at end of the candidate's final exam series.	Confidential waste/shredding
Alternative site arrangements	Any hard copy information on an alternative site arrangement. Notifications submitted online via CAP.		
Attendance register copies		<p><i>...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference ICE 12, 22]</p>	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Confidential waste/shredding
Candidates' scripts	Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service.	<p>To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts.</p> <p><i>Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are</i></p>	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		<i>disposed of in a confidential manner.</i> [Reference PRS 6]	
Candidates' work	Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.	To be logged on return to the centre and immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) <i>until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later (for the exam series).</i> [Reference GR 3]	Returned to candidates or safe disposal
Centre consortium arrangements for centre assessed work	Any hard copy information relating to consortium arrangements for centre assessed work. Applications submitted online via CAP.		
Certificates	Candidate certificates issued by awarding bodies.	<i>...retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue</i> [Reference GR 5]	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	<i>...destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results;</i> [Reference GR 5]	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Certificate issue information	A record of certificates that have been issued.	<i>...distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued;</i> [Reference GR 5]	Confidential waste/shredding
Confidential materials: initial point of delivery logs	Logs recording awarding body confidential exam materials received at the initial point of delivery in the centre to the point where materials are securely issued to an authorised member of staff.		Confidential waste/shredding
Confidential materials: receipt, secure movement and secure storage logs	Logs recording the receipt, checking, secure movement and secure storage of confidential exam materials.		Confidential waste/shredding
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service		Confidential waste/shredding
Entry information	Any hard copy information relating to candidates' entries.		Confidential waste/shredding
Exam question papers	Question papers for timetabled written exams.	<i>For confidentiality purposes question papers must not be released to centre personnel for use in accordance with the above licence until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations.</i>	Issued to subject staff

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		[Reference GR 6]	
Exam room checklists	Checklists confirming exam room conditions and invigilation arrangements for each exam session.		Confidential waste/shredding
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms for each exam session.		Confidential waste/shredding
Exam stationery	Awarding body exam stationery provided solely for the purpose of external exams.	<p><i>Unused stationery will be returned to the centre's secure storage facility until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments.</i></p> <p><i>Any surplus or out-of-date stationery will be confidentially destroyed.</i></p> <p>[Reference ICE 30]</p>	Confidential destruction
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	Confidential waste/shredding
Invigilator and facilitator training records		<p><i>A record of the content of the training given to invigilators must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p><i>A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference ICE 12, 13]</p>	Confidential waste/shredding
JCQ publications	Any hard copy	To be retained until the current	

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	publications provided by JCQ.	academic year update is provided.	
Moderator reports		To be immediately provided to head of department as records owner.	Confidential waste/shredding
Moderation returns logs	Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period		Confidential waste/shredding
Overnight supervision information	JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	<i>...keep for inspection all completed forms available in your centre until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested;</i> [Reference ICE 8]	Confidential waste/shredding
Post-results services: confirmation of candidate consent information	Hard copy or email record of required candidate consent	<i>Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation.</i> ATS consent to be retained for at least six months from the date consent given. [Reference PRS 4, appendix A and B]	Confidential waste/shredding
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.		Confidential waste/shredding
Post-results services: tracking logs	Logs tracking to resolution all post-results service requests submitted to awarding bodies.		Confidential waste/shredding
Private candidate	Any hard copy information		Confidential

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
information	relating to private candidates' entries.		waste/shredding
Proof of postage – candidates' work	<p>Proof of postage of sample of candidates' work submitted to awarding body moderators.</p> <p>(Proof of postage of candidates' scripts to awarding body examiners/markers)</p>	<p><i>(Centres not involved in the secure despatch of exam scripts service:</i></p> <p><i>a) must obtain proof of postage/despatch for each packet of scripts, which must be retained on the centre's files until the results are published, in case of loss or damage. (Proof of postage will provide evidence that the candidates' scripts have left the centre. This is taken to indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible.)</i></p> <p>[Reference ICE 29]</p>	
Resolving timetable clashes information	Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers		Confidential waste/shredding
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.	Confidential waste/shredding
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	<p><i>...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</i></p> <p>[Reference ICE 6]</p>	Confidential waste/shredding
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	<p><i>Where a candidate is present but disadvantaged for a timetabled written examination a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an</i></p>	Confidential waste/shredding

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		<p><i>application. The centre must retain evidence supporting an on-line special consideration application until after the publication of results.</i></p> <p><i>Where a candidate is absent from an examination for an acceptable reason a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting a candidate's absence from an examination until after the publication of results.</i></p> <p>[Reference SC 6]</p>	
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.		Confidential waste/shredding
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential waste/shredding
Transferred candidate arrangements	Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.		Confidential waste/shredding
Very late arrival reports/outcomes	Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.		Confidential waste/shredding



Queen's Croft High School

Access Arrangements Policy

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What are access arrangements and reasonable adjustments?

Access arrangements

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

[AA Definitions, page 3]

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:*

- *The needs of the disabled candidate;*
- *The effectiveness of the adjustment;*
- *The cost of the adjustment; and*
- *The likely impact of the adjustment upon the candidate and other candidates.*

An adjustment will not be approved if it:

- *Involves unreasonable costs to the awarding body;*
- *Involves unreasonable timeframes; or*
- *Affects the security and integrity of the assessment.*

This is because the adjustment is not ‘reasonable’.”

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that Queen’s Croft High School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its “...*obligation to identify the need for, request and implement access arrangements...*”

[JCQ General Regulations for Approved Centres, 5.5]

This publication is further referred to in this policy as [GR](#)

This policy is maintained and held by the Deputy Headteacher, who is also the SENCO, alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations.

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.

This publication is further referred to in this policy as [AA](#)

Disability policy (exams)

A large part of the access arrangements process is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

“The head of centre/senior leadership team will...recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; †for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[[GR](#) 5.4]

The access arrangements policy further covers the assessment process and related issues in more detail.

The assessment process

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

All candidates have an Education, Health and Care Plan and have been assessed by an Educational Psychologist.

Painting a *picture of need* and gathering evidence to demonstrate *normal way of working*

The headteacher is responsible for painting a *picture of need* and gathering evidence to demonstrate *normal way of working*.

“Before the candidate’s assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as per Section A of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.” [AA 7.5.2]

“An independent assessor must contact the centre and ask for evidence of the candidate’s normal way of working and relevant background information. This must take place before the candidate is assessed.

The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.

An independent assessor must discuss access arrangements with the SENCo.

The responsibility to request access arrangements specifically lies with the SENCo.” [AA 7.5.3]

Make full reference to [AA 7.5 Guidelines for the assessment of the candidate’s learning difficulties by an assessor](#) and [7.6 Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties](#) and record your process that reflects the requirements.

Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 92 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

Records of access arrangements requested for candidates are kept in a file in the exams cupboard.

“The SENCo must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate’s approved application, appropriate evidence of need (where required) and a signed data protection notice for inspection by the JCQ Centre Inspection Service.” [AA 8.6]

Make full reference to [AA 8 Processing applications for access arrangements](#) and

record your process that reflects the requirements.

Centre-delegated access arrangements

Where a candidate requires access arrangements that are Centre-delegated, the Exams Officer and SENCO follow the same procedures for awarding body access arrangements and records are kept in school in the exams cupboard and on the management drive under exams.

Centre-specific criteria for particular access arrangements

Word processor policy (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre. Further information can be found in the Word Processor Policy (exams)

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo.

The decision will be based on

- ▶ *whether the candidate has a substantial and long term impairment which has an adverse effect; and*
- ▶ *the candidate's normal way of working within the centre* [[AA.5.16](#)]

“SENCOs must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

For example, in the case of separate invigilation, the candidate's difficulties are established within the centre (see Chapter 4, paragraph 4.1.4, page 16) and known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.”

[[AA.5.16](#)]