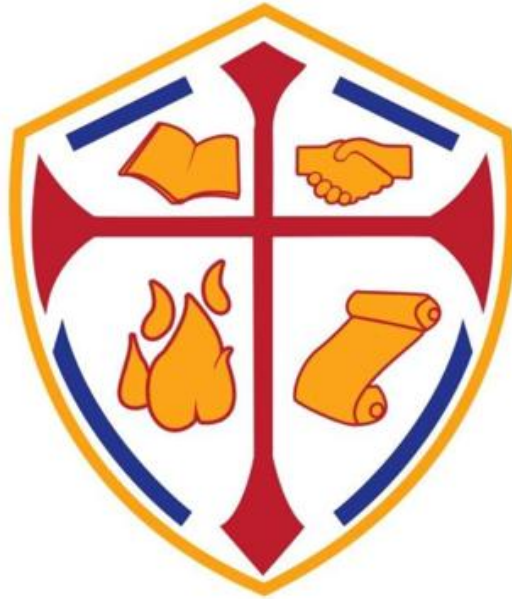


Examinations Policy

All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

Approved by Chair
of Governor:

Date: June 2025

Last reviewed on: June 2025

Next review due by: June 2026

EXAMINATIONS & CONDUCTING CONTROLLED ASSESSMENTS POLICY

“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

The purpose of this exam policy is:

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

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

This exam policy will be reviewed annually.

This exam policy will be reviewed by the exams officer.

1. Exam responsibilities

Head of centre

Overall responsibility for the school/college as an exam centre:

- advises on appeals and re-marks
- the head of centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document Suspected malpractice in examinations and assessments.

Examinations officer

Manages the administration of public and internal exams and analysis of exam results:

- 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 exam boards
- 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 Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the organising, the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made
- 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.

Head of Centre

- Organisation of teaching and learning.
- External validation of courses followed at key stage 4 / post-16.

Heads of Department

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

Head of Careers

- Guidance and careers information.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to heads of department.

SENCO

- Administration of access arrangements.

- Identification and testing of candidates' 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.

Lead invigilator/invigilators

- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

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

Examinations Officer

- Support for the input of data.
- Posting of exam papers.

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the head of centre.

The statutory tests and qualifications offered are GCSE, A levels, BTEC, OCR Nationals and Diplomas

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by 4/9/2017.

At key stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

At post-16

It is expected that AS modules will be completed during year 12.

3. Exam seasons and timetables

3.1 Exam seasons

Internal exams are scheduled in December.

External exams are scheduled in November, January, May and June.

All internal exams are held under external exam conditions.

Which exam series are used in the centre is decided by the head of centre.

3.2 Timetables

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

4. Entries, entry details, late entries and retakes

4.1 Entries

Candidates are selected for their exam entries by the heads of department and the subject teachers.

A candidate or parent/carers can request a subject entry, change of level or withdrawal.

The centre does not accept entries from external candidates.

4.2 Late entries

Entry deadlines are circulated to heads of department via email and staff briefing.

Late entries are authorised by heads of department and exams officer.

4.3 Retakes

Candidates are allowed 1 retake per subject in GCSE. (Maths & English only)

Candidates are allowed 1 retake per subject unit in AS.

Candidates are allowed 1 retake per subject unit in A2.

Retake decisions will be made in consultation with the candidates, subject teachers and the exams officer.

(See also section 5: Exam fees)

5. Exam fees

GCSE initial registration and entry exam fees are paid by the centre.

AS initial registration and entry exam fees are paid by the centre.

A2 and 'A' level initial registration and entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the centre.

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

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.

Retake fees for first and any subsequent retakes are paid by the candidates. Consortium students retake fees are paid for by the consortium school.
(See also section 4.3: Retakes)

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.
(See also section 11.2: Enquiries about results [EARs])

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

6.1 DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special needs A candidate's special needs requirements are determined by the SENCO and the educational psychologist / specialist teacher.

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

6.3 Access arrangements Making special arrangements for candidates to take exams is the responsibility of the SENCO and 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 with the SENCO.

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

7. Estimated grades

The heads of department will submit estimated grades to the exams officer when requested by the exams officer.

8. Managing invigilators and exam days

8.1 Managing invigilators

The recruitment of invigilators is the responsibility of the senior leaders with the exams officer.

Securing the necessary Basic Disclosure of Criminal Record (DBS) clearance for new invigilators is the responsibility of the centre administration.

DBS fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the exams office.

Invigilators' rates of pay are set by the centre administration.

8.2 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.

Site management is responsible for setting up the allocated rooms.

The lead invigilator/examinations officer 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 are to be attempted.

Students at Key Stage 5 are identified by the lanyards which they wear. Students at Key Stage 4 are identified by the pastoral team and by teachers when the registers are taken prior to the exam commencing. Photographic cards of every student are also made available for further validation if necessary.

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 heads of department at the end of the exam session.

9. Candidates

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

9.1 Clash candidates

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

9.2 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example 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.

10. Coursework and appeals against internal assessments

10.1 Coursework

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Heads of department will ensure all coursework is ready for dispatch at the correct time and the exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the exams office by the heads of subject.

10.2 Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which is available from the exams office.

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing by 30 June to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- the head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

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

11.1 Results

Candidates will receive individual results slips on results days in person at the centre.

Arrangements for the school to be open on results days are made by the head of centre.

The provision of staff on results days is the responsibility of the head of centre.

The centre aggregates at the end of year 12 for AS grades and at the end of year 13 for A2 grades.

11.2 EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold 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.

(See section 5: Exam fees)

11.3 ATS

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

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.

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.

12. Certificates

Certificates are presented in person and collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Written/typed permission must be provided in order for this to take place.

Certificates may be withheld from candidates who owe fees.

A transcript of results may be issued if a candidate agrees to pay the costs incurred. The centre retains certificates for six years.

Head of centre: Clare Cantle

Exams officer: Susan Edwards

Date:

Policy for conducting controlled assessments

The revised GCSEs are likely to result in far more controlled assessments taking place within the school/college next year and subsequent years. The following is designed to delineate responsibilities to avoid ambiguity, omissions, conflict and confusion

Head of Centre Responsibilities

The Head of Centre is responsible for ensuring that controlled assessment work is conducted in accordance with JCQ regulations (Instructions for Conducting Controlled Assessments) and any subject specific instructions issued by the Awarding Bodies

Teacher's responsibilities

- To be familiar with and adhere to the general guidelines contained in the JCQ regulations
- To be familiar with and adhere to the specific instructions for conducting controlled assessments contained in the awarding body regulations, specifications and websites for each specific subject. See addresses below.
- To supply to the Exams Officer details of all assessments (controlled assessments and written examinations) and the codes, cash in codes and assessment details, deadlines and specific requests at the start of the academic year.
- To obtain from the Exams Officer confidential material and tasks as set by the awarding bodies in sufficient time to make preparation for the assessments.
- To supervise to the correct standard all assessments for which they are responsible, undertaking such tasks as the regulations require and permitting only such assistance as the specifications allow.
- To ensure that students maintain a research diary/folder detailing time spent on the assessment, and to comment in such a diary.
- To ensure that authentication forms are signed by students and supervising teachers on completion of the assessment.
- To mark such assessments according to the mark schemes provided by the awarding bodies and submit the marks through the Exams Officer to the awarding bodies when required, retaining a copy of the marks awarded.
- To retain the work of candidates securely at all times between assessment sessions and after the work has been completed until any date set by the awarding bodies for the release of material.
- To request from the SENCO any assistance required for the administration or management of access arrangements

- To request from the Exams Officer any additional invigilators or accommodation required for conducting controlled assessments in the event of certain assessments being defined as 'examinations' rather than 'tests and assessments in class during normal teaching time'.

Exams Officers responsibility

- To enter all units whether for controlled assessments or written exams before the awarding body deadline
- To be responsible for the receipt, safe storage and safe transmission of all confidential materials for conducting controlled assessments, whether that be downloaded electronically, CDs or hard copy.
- To download, create or distribute mark sheets for the use of teaching staff and to collect and send such mark sheets to the Awarding Bodies before any deadlines.
- To supply invigilators and arrange accommodation as and when requested by the teaching staff in the situations defined above.
- To create, publish and keep up to date an Internal Appeals Policy covering controlled assessments.

SENCO responsibilities

- To apply on line for any access arrangements relating to controlled assessments
- To supply support staff as and when requested by teaching staff

SLT responsibilities

- To oversee the safe and secure conduct of controlled assessment and ensure that they adhere to both the JCQ general guidelines and the awarding body specific instructions.
- To co-ordinate the dates of controlled assessments by liaison with heads of department/subject so that these dates are fixed by the start of the academic year. It is advised that controlled assessments be spread throughout the academic years of KS4.
- To resolve any clashes or problems arising over the timing or operation of controlled assessments.
- To resolve any issues arising from the need for particular facilities (rooms, IT networks, time out of school, activities etc.).

Resource Management

Map overall requirements for the year, ensuring that there are no clashes with traditional exams and that there are sufficient facilities available at the times required, and that all staff involved have a calendar of events

AQA – www.aqa.org.uk

Edexcel – www.edexcel.com

OCR – www.ocr.org.uk

Date adopted and approved by Governing Body: September 2022
Date of next Review; July 2026

Artificial Intelligence: Protecting the Integrity of Qualifications Policy

Artificial Intelligence (AI) use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Google Bard

There are also AI tools which can be used to generate images, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.

As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/exams-office/general-regulations/>), students must

submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI.

Students should develop the knowledge, skills and understanding of the subjects they are studying. AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Teachers, assessors and other staff must discuss the use of AI and agree their approach to managing students' use of AI in their school, college or exam centre. All Saints will make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment. All Saints will also make students aware of the centre's approach to plagiarism and the consequences of malpractice.

All Saints follows the JCQ guidance on AI and will therefore:

- a) Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them and to their parents/carers the risks of malpractice;
- b) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should reference appropriately (including websites);
- c) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should acknowledge any use of AI to avoid misuse
- d) Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools
- e) Consider whether students should be required to sign a declaration that they have understood what AI misuse is, and that it is forbidden in the learning agreement that is signed at enrolment in some centres
- f) Ensure that each student entered for exams is issued with a copy of, and understands, the appropriate JCQ Information for Candidates (www.jcq.org.uk/exams-office/information-for-candidates-documents)
- g) Reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject
- h) Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice

Further steps to prevent misuse:

To prevent misuse, education and awareness of staff and students is key. Listed are actions which are to be taken:

- a) Consider restricting access to online AI tools on centre devices and networks where possible
- b) Ensure that access to online AI tools is restricted on centre devices used for exams;
- c) Set reasonable deadlines for submission of work and providing reminders;
- d) Where appropriate, allocating time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence
- e) Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages
- f) Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material
- g) Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work
- h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- i) Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Acknowledgement of the use of AI

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used. In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources. Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated.

For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own. Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document.

Identification of AI Misuse

Comparison with previous work When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:

- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Reporting of AI misuse

If your suspicions are confirmed and the student has not signed the declaration of authentication, All Saints doesn't need to report the malpractice to the appropriate awarding organisation. You can resolve the matter prior to

the signing of the declarations. Teachers must not accept work which is not the student's own. Ultimately the Head of Centre has the responsibility for ensuring that students do not submit inauthentic work. If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation.

Exams Contingency Plan

Purpose of Plan

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

Alongside internal processes, this plan is informed by scenarios contained in the Joint contingency Plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.

The plan complies with JCQ general regulations (section 5) in that:

The centre agrees to “have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”

Causes of potential disruption to the exam process

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

Criteria for implementation of the plan

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

Planning

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- Annual exams plan not produced identifying essential key task, key dates and deadline
- Sufficient invigilators not recruited and trained

Entries

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

Pre-exams

- Exam timetabling, rooming allocation and invigilation schedules not prepared
- Candidates not briefed on exam timetables and awarding body information for candidates

- Exam/assessment materials and candidates' work not stored under required secure conditions
- Internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators.

Exam time

- Exams/assessments not taken under the conditions prescribed by awarding bodies
- Required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- Candidates' scripts not dispatched as required to awarding bodies
- Results and post-results
- Access to examination results affecting the distribution of results to candidates
- The facilitation of the post-results services

Centre Actions

Line manager will cover a role/tasks normally undertaken by the exams officer.

Exams officer will prepare weekly reports which summarise the work recently undertaken in her area and also the work that is left to be completed.

Source alternative venues/facilities

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

Criteria for implementation of the plan

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

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements
- Evidence of need and evidence to support normal way of working not collated

Pre-exams

- Approval for access arrangements not applied for to the awarding body
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- Staff providing support to access arrangement candidates not allocated and trained

Exam time

- Access arrangement candidate support not arranged for exam rooms

Centre Actions

SLT to nominate a 'deputy to cover a role/task

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time resulting in:
 - Candidates not being entered for exams/assessments or being entered late
 - Late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre Actions

SLT to nominate a 'deputy' to cover a role/task

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

Criteria for implementation of the plan

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

Centre Actions

SLT to nominate a 'deputy' to cover a role/task

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

Criteria for implementation of the plan

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

Centre Actions

SLT to source alternative venues/facilities

6. Failure of ICT systems

Criteria for implementation of the plan

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

Centre Actions

SIMS is back up regularly and access to information will be provided to the exams officer

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

Criteria for implementation of the plan

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

Centre Actions

Centre to communicate with Parents/Carers and students about the disruption to teaching time and provide appropriate work via the school intranet

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

Criteria for implementation of the plan

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

Centre Actions

Centre will communicate with relevant awarding bodies to make them aware of the issue(s)

Centre will communicate solutions to parents/carers and candidates

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

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre Actions

Centre to inform awarding bodies that will be affected

Consider alternative local provision

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examination

Centre Actions

Centre to discuss alternative delivery of papers with awarding bodies

Awarding organisations to provide electronic access to examination papers via a secure network.

Awarding organisations may be able to fax examination papers if electronic transfer is not possible.

11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

Centre Actions

Centre will communicate and organise alternative arrangements for collection of scripts

Scripts will be stored securely until scripts are collected

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre Actions

Centre will communicate immediately with relevant awarding bodies

Students, parent/carers to be informed by letter

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre Actions

Centre to contact awarding bodies and discuss alternative means of distribution

