

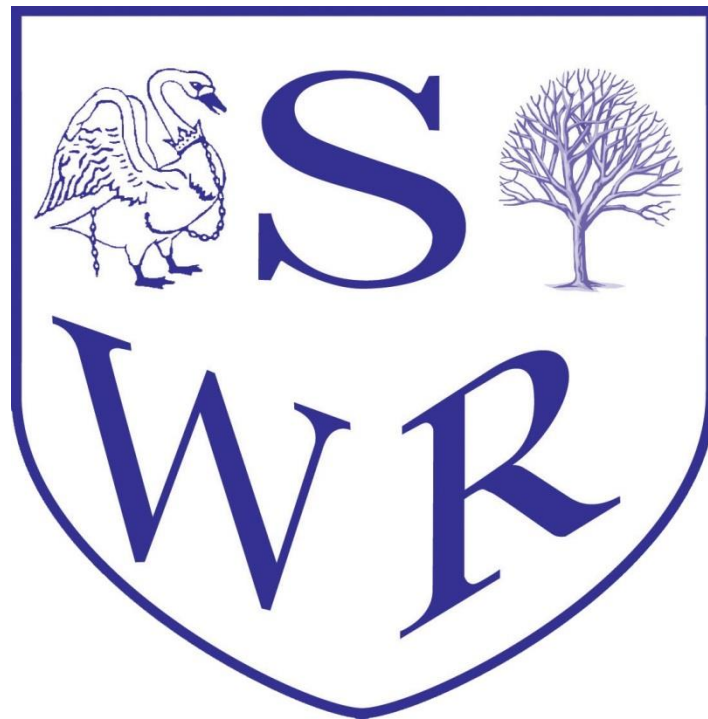


Sir William Ramsay School

EMPOWERING EVERYONE TO ACHIEVE



Examination Information & Policies



Academic Year 2018-2019



Index

Awarding Bodies Contact Information.....	1
JCQ National Centre Number Head of Centre Declaration 2018/2019.....	2-3
Key Examination Deadlines 2018-2019.....	4
A-Level Examination Boards and Codes.....	5
Vocational Examination Boards and Codes.....	6
GCSE Examination Boards and Codes.....	7
Examination Fees and Payment Policy.....	8
Reviews of Marking- Centre Assessed Marks Policy.....	9-10
Internal Appeals Procedures for Assessment Decisions Policy.....	11-12
Special Consideration and External Appeals Procedures (EAR).....	13
The Equality Act 2010, Special Needs and Access Arrangements.....	14
Emergency Evacuation Policy.....	15
Management of NEA Policy.....	16-19
Risk Assessment of NEA.....	20-23
Examination Contingency Plan.....	24-32
Data Protection Policy.....	33-42
Child Protection Safeguarding Policy.....	43-80

**-52427-
Awarding Bodies Contact Information**

**AQA
(South)**

Stag Hill House
Guildford
Surrey
GU2 7XJ

Tel. 08001 977162

Website: www.aqa.org.uk

**AQA
(North)**

Devas Street
Manchester
M15 6EX

Tel. 08001 977162

Website: www.aqa.org.uk

Cambridge Assessment

1 Hills Road
Cambridge
CB1 2EU

Tel. 01223 553554

Website: www.cie.org.uk

Edexcel Pearson

Stewart House
190 High Holborn
London
WC1V 7BH

Tel. 03444 632535

Website: www.qualifications.pearson.com

OCR

Syndicate Buildings
1 Hills Road
Cambridge
CB1 2EU

Tel. 01223 553998

Website: www.ocr.org.uk

WJEC Eduqas

245 Western Avenue
Cardiff
CF5 2YX

Tel. 02920 265000

Website: www.wjec.co.uk

VTCT

Third Floor
Eastleigh House
Upper Market Street
Eastleigh
Hampshire
SO50 9FD

Tel. 02380 684500

Website: www.vtct.org.uk

Key Examination Deadlines 2018-2019

Date	Action	For Exam Season.....
3 rd September 2018	Basedata release	November 2018
8 th September 2018	Basedata release	January 2019
20 th September 2018	Final date to request modified papers	November 2018
20 th September 2018	Final date for enquiries about results	Summer 2018
4 th October 2018	Final date for GCSE paper-based entries	November 2018
10 th October 2018	Final date for estimated entries	Summer 2019
20 th October 2018	Final date for BTEC/National paper-based entries	January 2019
1 st November 2018	Final date to request access arrangements	November 2018
1 st November 2018	Final date for BTEC Registrations	All Year
12 th November 2018	Basedata release	Summer 2019
21 st November 2018	Final date for submitting special considerations	November 2018
16 th January 2019	Results for staff	November 2018
17 th January 2019	Results for candidates	November 2018
31 st January 2019	Final date to request modified papers	Summer 2019
31 st January 2019	Final date to withdraw BTEC candidate registrations in current academic year	All Year
14 th February 2019	Final date for enquiries about results	November 2018
21 st February 2019	Final date for GCSE/GCE/BTEC/National paper-based entries	Summer 2019
21 st February 2019	Final date to request access arrangements	Summer 2019
13 th March 2019	Results for staff/candidates (BTEC)	January 2019
8 th April 2019	Results for staff/candidates (BTEC Tech Awards)	January 2019
15 th May 2019	Final date to post coursework	Summer 2019
26 th June 2019	Contingency day for GCSE and/or GCE examinations	Summer 2019
3 rd July 2019	Final date for submitting special considerations	Summer 2019
14 th August 2019	Results for GCE/BTEC L3 staff	Summer 2019
15 th August 2019	Results for GCE/BTEC L3 candidates	Summer 2019
21 st August 2019	Results for GCSE/BTEC L2/National staff	Summer 2019
22 nd August 2019	Results for GCSE/BTEC L2/National candidates	Summer 2019

Examination Fees and Payment Policy

GCSE/GCE & Vocational Qualifications

GCSE/GCE and Vocational Qualification examination and registration fees will be paid for from the examinations budget which is set by the Business Manager at the beginning of every school year.

Enquiries about Results

- **Request of a (priority) review of marking/clerical check** will be paid for from the examinations budget if requested in writing from the relevant department or faculty. This must include the consent form signed by the candidate. If the candidate requests an EAR in writing with a consent form then they will be required to pay any fees if the result does not change subject to awarding body regulations. This must be completed by the awarding body deadline.
- **Request for an examination script** will be paid for from the examinations budget (if applicable) if requested in writing from the relevant department or faculty. This must include the consent form signed by the candidate. If the candidate requests their examination script then they will be required to pay the fee if applicable.

Missed Exams

Candidates who are absent from an examination without providing a doctor's note or suitable written evidence for their absence will be charged for that exam and any penalties that are incurred by the school. The Exams Office will send out letters and invoices to the affected candidates at the end of each exam season.

Reviews of Marking- Centre Assessed Marks Policy

Sir William Ramsay School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Sir William Ramsay School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where several subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

Sir William Ramsay School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. This process is fully covered in the internal appeals procedure for assessment decisions policy on

Sir William Ramsay School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

Sir William Ramsay School will, having received a request for copies of materials, promptly make them available to the candidate.

Sir William Ramsay School will provide candidates with sufficient time to allow them to review copies of materials and reach a decision.

Sir William Ramsay School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

Sir William Ramsay School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

Sir William Ramsay School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

The candidate will be informed in writing of the outcome of the review of the centre's marking.

The outcome of the review of the centre's marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request.

Reviews of Marking- Centre Assessed Marks Policy

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Subjects with NEA Components

Art & Design (HGSS)	EDEXCEL	A-Level	9AD0
Biology	AQA	A-Level	7402
English Literature A	AQA	A-Level	7712A
Geography	AQA	A-Level	7037
History	AQA	A-Level	7042
Photography	EDEXCEL	A-Level	9PY0
Physics A	OCR	A-Level	H556
Product Design (HGGS)	AQA	A-Level	7552
Art & Design	EDEXCEL	GCSE 9-1	1AD0
Art Photography	EDEXCEL	GCSE 9-1	1PY0
Design & Technology	AQA	GCSE 9-1	8552
Design & Technology: Textile Design	EDEXCEL	GCSE 9-1	1TE0
English Language	EDEXCEL	GCSE 9-1	1EN0
Food Preparation & Nutrition	AQA	GCSE 9-1	8585
Spanish	AQA	GCSE 9-1	8698F/8698H

Internal Appeals Procedure for Assessment Decisions Policy

Sir William Ramsay School's policy is designed to uphold consistency and fairness in assessment and awarding of marks and grades.

This document covers the schools' policy in dealing with appeals against NEA (Non-Examination Assessment) in accordance with JCQ regulations, which states that all centres conducting examinations should:

1. have a published appeals procedure relating to internal and NEA decisions;
2. make this document available and accessible to candidates (this is adhered to through the school [website](#)).

The appeals procedure takes the form of four stages to ensure integrity is maintained.

Stage One- Verbal

If a candidate is unhappy about the mark awarded for internal or NEA they should proceed as follows:

1. The candidate should ask the subject teacher to explain why the mark was given.
2. If the candidate is still not happy with the explanation they receive then they should contact the Head of Department or Faculty for that subject area.

Stage Two- Written

If the situation has still not been resolved then the candidate has the right to a written appeal.

1. The appeal should be made in writing to the Head of Department or Faculty stating the details of the complaint and the reasons for the appeal.
2. The teacher(s) concerned in marking the assessment, which is the subject of appeal will respond to the appeal in writing.

Internal Appeals Procedure for Assessment Decisions Policy

Stage Three- Meeting

If the candidate is not happy with the written response they have received, then they can request a personal hearing before an appeals panel. The appeals panel will normally consist of the Head of Department or Faculty, the member of staff concerned and a member of Senior Management unconnected with the subject concerned. The candidate can be supported in the presentation of her case by a parent/guardian. A written record should be kept of the proceedings and should include the outcome of the appeal and the reasons for this. A copy of the records should be sent to the candidates.

Stage Four- Outcome

The school will maintain a written record of all appeals. All appeals should have been resolved in advance of the awarding bodies deadline.

Note: Each awarding body specifies detailed criteria for the assessment and marking of work. In addition, and in most cases the awarding body must moderate the assessment and the final judgment on marks awarded is that of the awarding body. Appeals against matters outside the Schools' control will not be considered in the Schools' internal appeals procedure.

Special Consideration and External Appeals Procedures (EAR)

Sir William Ramsay School will request special consideration for candidates who were absent from an examination or disadvantaged because of a temporary illness, injury, indisposition or other misfortune.

This may allow for relatively minor adjustment to a candidate's mark, of up to five per cent of the maximum mark for the question paper. Special consideration requests will be made within five working days of the last examination in the series for each subject.

When results are received, candidates who suspect their results are incorrect should speak to their subject teacher in the first instance and then the Exams Manager about asking for an Enquiry About Results (EAR) if necessary. There are three levels of EAR. A Service 1 EAR is a clerical check to ensure that each question has been marked and all the marks have been totaled correctly.

A Service 2 EAR is a review of the original marking by a senior examiner and includes a clerical check. If a place at university depends on the outcome of an A level review, this will be dealt with to strict deadlines as a Priority Service 2.

A Service 3 EAR is a review of the original moderation of internal assessment to make sure that any adjustments made by the moderator were fair and appropriate.

If the school or the candidate is not satisfied with the outcome of the EAR, there is an appeals process. An appeal will be submitted to the awarding body within 14 calendar days of the centre receiving the outcome of the EAR. The appeals process has two stages.

Stage one is a review of the case by a member of the awarding body staff who has had no previous involvement in the case.

Should a Stage 2 appeal be necessary, this will be heard by an appeal panel that will include at least one independent member. A Stage 2 appeal must be submitted within 14 calendar days of notification to the school or college of the outcome of Stage 1.

If the school or candidate is still dissatisfied, it might be possible to proceed to the final stage of the appeals process and make an application to appeal to the independent Examinations Appeals Board (EAB). The EAB hears appeals on procedural grounds, making sure an awarding organisation has followed its procedures correctly. The EAB's decision on whether to accept an appeal application is final. Any appeal to the EAB must be made by the centre within three weeks of the reporting of the outcome of the stage 2 appeal. Ofqual is currently considering responses to a consultation on the future of the EAB.

Note: Sir William Ramsay School will support all candidates and parents with Enquiries About Results.

The Equality Act 2010, Special Needs and Access Arrangements Policy

The Equality Act 2010

The Equality Act 2010 extends the application of the Equality Act to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Special Needs

A candidate's special needs requirements are determined by the SENDCO and the educational psychologist/specialist.

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

Access Arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENDCO and the Exams Manager.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCO and the Exams Manager.

Rooming for access arrangement candidates will be arranged by the SENDCO with the Exams Manager if necessary.

Invigilation and support for access arrangement candidates will be organised by the SENDCO with the Exams Manager if necessary.

Emergency Evacuation Policy

In the event of the alarm being raised a decision will be made by the Head Teacher as to whether the exam should be evacuated.

The alarm panel will be viewed by the Head Teacher to determine the location of the alarm. If the exam is taking place in the main school building then an evacuation will almost certainly take place. If the alarm has been raised in the main school building and the exam is taking place in the Performing Arts Centre then a decision will be made as to whether the exam should be evacuated.

If an evacuation is to take place the Exams Manager and link SLT will organise the departure of candidates (who take nothing with them) and invigilators from the examination room. The time the exam has stopped will be recorded.

The evacuation should take place in silence and the candidates should be led to the sports field where they will be accounted for by the Exams Manager, link SLT, the invigilators and any other available staff.

When it is safe to return to the building the Exams Manager and link SLT will explain the situation to candidates and the exam will resume from the time of the departure.

A full report will then be produced and submitted to the awarding body to comply with JCQ regulations.

If an evacuation does not need to take place then the candidates will be notified of the situation by the Exams Manager and link SLT. Invigilators will also be briefed on the situation.

JCQ further guidance can be found here [Centre Emergency Evacuation Procedure](#)

Management of NEA Policy

Subjects with NEA Components

Art & Design (HGSS)	EDEXCEL	A-Level	9AD0
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Spanish	AQA	GCSE 9-1	8698F/8698H

Management of NEA Policy

Head Teacher and Senior Leadership Team

- The Head Teacher and Senior Leadership Team are overall accountable for the safe and secure conduct of NEA's. They ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

Heads of Department/Faculty

- Decide on the awarding body and specification for a subject.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities regarding NEA.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- Understand and comply with the awarding body specification for conducting NEA, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for NEA which can be found in awarding body specifications.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

Management of NEA Policy

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENDCO) for any assistance required for the administration and management of access arrangements.

Exams Manager

- Enter candidates for subjects, whether assessed by NEA, external exam or on-screen test, before the deadline for final entries.
- Enter candidates 'cash-in' codes for the terminal exam series if applicable.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD/USB/downloadable or hard copy format.
- Download and distribute marksheets for teaching staff to use and collect and send marksheets to awarding bodies before deadlines.
- At the start of the academic year, begin coordinating with heads of department/faculty to schedule NEA. (It is advisable that NEA be spread throughout the academic years of key stage 4/key stage 5).

Management of NEA Policy

- Map overall resource management requirements for the year. As part of this resolve:
 1. clashes/problems over the timing or operation of NEA.
 2. issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- On the few occasions where NEA cannot be conducted in the classroom arrange suitable accommodation where NEA can be carried out, at the direction of the senior leadership team.
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for [NEA](#).

Special Educational Needs and Disability Coordinator (SENDCO)

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Risk Assessment of NEA

Risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning.	Plan dates in consultation with school calendar – negotiate with other parties.	Stephen Meakings (Exams Manager)
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course.	Space assessments to at least allow candidates some time between assessments.	Stephen Meakings (Exams Manager)
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct NEA.	Use more than one classroom or multiple sittings where necessary.	Stephen Meakings (Exams Manager)
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities.		Stephen Meakings (Exams Manager)
Downloading Awarding Body Set Tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases.	Book IT equipment well ahead and download tasks before scheduled date of assessment.	Stephen Meakings (Exams Manager) Nick White (Network Manager)
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session.	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time.	Stephen Meakings (Exams Manager) Nick White (Network Manager)

Risk Assessment of NEA

Loss of task details in transmission	Download tasks well ahead of scheduled assessment date.	Report loss to awarding body for replacement; download again.	Stephen Meakings (Exams Manager) Nick White (Network Manager)
Absent Candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates.		Stephen Meakings (Exams Manager) Head of Department/Faculty
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes.	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes. N.B. retakes of NEA are limited.	Stephen Meakings (Exams Manager)
Control Levels for Task Taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required.	Seek guidance from the awarding body.	Stephen Meakings (Exams Manager) Head of Department/Faculty
Supervision			
Candidate study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course.	Ensure candidates start, continue and complete study diary/plans that are signed after every session.	Head of Department/Faculty

Risk Assessment of NEA

Teaching staff/assessors do not understand supervision of NEA is their responsibility	Ensure teaching staff/assessors understand nature of NEA and their role in supervision.		Head of Department/Faculty
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any NEA where a teacher/assessor is not supervising, in line with the awarding body specification.		Stephen Meakings (Exams Manager)
Task Setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification.**	Seek guidance from the awarding body.	Head of Department/Faculty
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately.	Seek guidance from the awarding body.	Head of Department/Faculty
Security of Materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security.	Request/obtain different assessment tasks.	Stephen Meakings (Exams Manager)
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department/faculty as necessary.	Take materials to secure storage.	Stephen Meakings (Exams Manager) Head of Department/Faculty
Insufficient or insecure storage space	Look at provision for suitable storage early in the course.	Find alternative spaces.	Stephen Meakings (Exams Manager) Head of Department/Faculty

Risk Assessment of NEA

Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them.	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Head of Department/Faculty
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines.	Seek guidance from awarding body.	Stephen Meakings (Exams Manager) Head of Department/Faculty
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in.	Find candidate and ensure form is signed.	Head of Department/Faculty
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature.	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season.	Head of Department/Faculty
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure.	Head of Department/Faculty
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Head of Department/Faculty

* Not all NEA's for the GCSEs/A-Levels will require the completion of a study diary or study plans.

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

Examination Contingency Plan

Contents

- Purpose of the Plan
- Risk Factor 1: Examinations Manager extended absence at key points in the exam cycle.
- Risk Factor 2: SENDCO extended absence at key points in the exam cycle.
- Risk Factor 3: Teaching staff extended absence at key points in the exam cycle.
- Risk Factor 4: Invigilators - lack of appropriately trained invigilators or invigilator absence.
- Risk Factor 5: Disruption to Public Transport preventing candidates from reaching Exams Centre.
- Risk Factor 6: Candidates unable to take examinations because of a crisis – centre remains open.
- Risk Factor 7: Centre unable to open as normal during the exams period.
- Risk Factor 8: Failure of ICT systems.
- Risk Factor 9: Lack of appropriate rooms or main venues unavailable at short notice.
- Risk Factor 10: Disruption to the distribution of examination papers.
- Risk Factor 11: Disruption to the transportation of completed examination scripts.
- Risk Factor 12: Assessment evidence is not available to be marked.
- Risk Factor 13: Centre unable to distribute results as normal.
- Further guidance to inform and implement contingency planning.

Purpose of the Plan

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

Risk Factor 1: Examinations Manager extended absence at key points in the exam cycle

The following are the key tasks involved in the management and administration of the exam cycle which would be at risk in the event of the Examinations Manager being absent:

Planning

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

Examination Contingency Plan

Entries

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

Pre-exams

- 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.

Options:

- The Examinations Officer at our Consortium Centre could be called upon for support.
- The LEA ICT schools team could be called upon for support with the Examinations software.
- The SLT should nominate a "Deputy" to cover a role or task.
- Consideration should be given to Work Shadowing.
- All procedures should be documented. There are products available via:
 - The Key Tasks section of The Exams Office website.
 - The Examinations Oracle and Centre Support Service of the Examination Officers Association.
 - The Examinations Administration section of the DFE website.
 - Examination Board helplines.
 - The Exams Office section of the Joint Council for Qualifications website.

Examination Contingency Plan

Risk Factor 2: SENDCO extended absence at key points in the exam cycle

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.

Options:

- Request Deputy SENDCO to take over until SENDCO returns.
- Deputy SENDCO to identify any candidates not yet approved by Awarding Bodies and complete.
- Examinations Manager to help identify any shortfalls in Invigilation requirements and ensure that gaps are filled.
- Once gaps are filled, Examinations Manager to help arrange suitable rooms and Deputy SENDCO to provide training.

Risk Factor 3: Teaching staff extended absence at key points in the exam cycle

Key tasks not undertaken including:

- Early/estimated entry information not provided to the Exams Manager on time; resulting in pre-release information not being received.
- Final entry information not provided to the Exams Manager 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.

Examination Contingency Plan

- Internal assessment marks and candidates' work not provided to meet submission deadlines.

Options:

- Head of Department/Faculty or SLT member to provide Examinations Manager with details of Estimated/Final entries.
- Head of Department/Faculty or SLT member to ensure Examinations Manager is provided with Estimated Grades/Coursework Marks and that Coursework samples are transmitted to Moderators.

Risk Factor 4: Lack of appropriately trained invigilators or invigilator absence

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

Options:

- Examinations Manager to maintain a panel of suitable Invigilators which can be called upon in the event of a shortfall.
- Conduct a review of available invigilators and their availability for the next exams series.
- Use provisional timetable and estimated entry information to determine invigilator numbers required.
- Identify where invigilators may be short.
- Request permission to recruit additional invigilators.
- SLT member responsible for Cover to provide additional Invigilator resource in the event of a shortfall at short notice.
- Staff agencies to be contacted if none of the above is successful.

Risk Factor 5: Disruption to Public Transport preventing candidates from reaching Exams Centre.

- Candidates unable to take examinations due to planned lack of public transport.
- Candidates unable to take examinations due to sudden disruption to public transport.
- Candidates arrive late due to public transport problems.

Examination Contingency Plan

Options:

- Monitor news agencies on a regular basis to identify any potential transportation difficulties.
- Centre to utilise own bus facilities to transport candidates to centre.
- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- Centres to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.
- Latecomers to be permitted to take their examinations providing they are within the JCQ regulations.

Risk Factor 6: Candidates unable to take examinations because of a crisis – centre remains open

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

Options:

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- Centres to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centres to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have a medical certificate or have been advised by their centre not to attend an examination.
- If a candidate chooses not to sit an examination they should be aware that special consideration rules will not apply.
- JCQ guidance on special consideration can be accessed through the JCQ website.

Risk Factor 7: Centre unable to open as normal during the exams period

- Centre closed, or candidates are unable to attend for an extended period.
- The provision of normal teaching and learning is interrupted.
- Centre closed due to inaccessibility or risk of injury caused by severe weather.

Examination Contingency Plan

Options:

- It remains the responsibility of centres to prepare candidates, as usual, for examinations.
- In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible.
- Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.
- The centres to open for examinations and examination candidates only, if possible
- Alternative centres (including Consortium Centre) should be considered in the event that candidates cannot come to school.
- Centres may advise candidates to sit examinations in an alternative series.
- Special Consideration can be used where candidates are unable to achieve a result due to one of the above factors.
- An exam result can be generated by the awarding body, based on factors such as a candidate's performance on other assessments in the same subject.

Risk Factor 8: Failure of IT systems

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

Options:

- Awarding bodies to be informed of the situation and an extension to the deadline should be requested.
- MIS contractor and ICT team on standby to repair damage quickly.
- Special Consideration can be applied for in the event of a serious disruption.
- Results can be obtained at an alternative site (including Consortium Centre).

Risk Factor 9: Lack of appropriate rooms or main venues unavailable at short notice

- Exams Manager unable to identify sufficient/appropriate rooms during exams timetable planning.
- Insufficient rooms available on peak exam days.

Examination Contingency Plan

- Main exam venues unavailable due to an expected incident at exam time.

Options:

- Identify, working with responsible SLT member, a short – list of suitable rooms including reserves.
- Move pupils from normal classrooms for the duration of the examinations.
- Plan alternative accommodation for the duration of the incident.

Risk Factor 10. Disruption to the distribution of examination papers.

- Disruption to the distribution of examination papers to centres in advance of examinations.

Options:

- Awarding organisations to provide centres with electronic access to examination papers via a secure external network.
- Awarding organisations may be able to fax examination papers to centres if electronic transfer is not possible.
- The Examinations Manager would need to ensure that copies are received, made and stored under secure conditions.
- Source alternative couriers for delivery of hardcopies.

Risk Factor 11: Disruption to the transportation of completed examination scripts

- Delay in normal collection arrangements for completed examination scripts.

Options:

- In the first instance centres to seek advice from awarding organisations and normal collection agency regarding collection. Centres are not to make their own arrangements for transportation without approval from awarding organisations.
- Centres to ensure secure storage of completed examination papers until collection.

Examination Contingency Plan

Risk Factor 12: Assessment evidence is not available to be marked

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

Options:

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations.
- Candidates to retake affected assessment at subsequent assessment window.

Risk Factor 13: Centre unable to distribute results as normal

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

Options:

- Centre to make arrangements to access its results at an alternative site (including Consortium Centre).
- Centre to make arrangements to coordinate access to post results services from an alternative site (including Consortium Centre).
- Centre to share facilities with other centres if this is possible (including Consortium Centre).

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

Examination Contingency Plan

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

JCQ

Guidance on *alternative site arrangements* <https://www.jcq.org.uk/exams-office/online-forms/guidance-notes-on-alternative-site-arrangements>

Instructions for conducting examinations <https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Guidance on *access arrangements and special consideration* <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>