

<b>Examinations Policies</b>	
<b>Committee</b>	Curriculum
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### **The FCJ Schools' Vision**

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.



# Maria Fidelis Catholic School FCJ

## Examinations Policy

### Vision Statement

The vision for Maria Fidelis is to create an inclusive school equipped for the 21<sup>st</sup> Century which will enable all young people to maximise their potential in order that they leave school as educated, confident and courageous Catholics, prepared to challenge injustice and care enough to 'live life to the full'.

### Aim

The aim of the Examinations Policy is to ensure that the external and internal assessment process is organised in an efficient and effective way which meets the requirements of statutory bodies, examination boards and supports the needs of each student.

### Policy

1. It is the responsibility of the Director of Learning to:
  - ensure that the entries from that department/faculty are made efficiently, effectively, in good time and in accordance with this policy.
  - keep a record of which students have been entered and for which tier.
  - make sure that they check that the papers for their subject have arrived with the examinations officer.
  - ensure that all coursework correspondence goes through the Exams Officer. Where examiners and moderators communicate directly with departments, the Director of Learning should give the Examinations Officer a copy of the correspondence.
  - organise the administration of coursework in accordance with the syllabus being studied and to prepare the necessary samples for posting.
  - inform the Exams Officer of any obvious errors and clashes in the published Examinations Timetable.
2. Any department planning to run a new course in the following academic year must notify the Exams Officer in writing of the course to be introduced and the relevant syllabus codes by 15th July.
3. Each department should decide its entry for public exams for every student who may possibly sit the examination. Group lists will have been provided for this purpose 2 weeks beforehand by the Exams Officer.
4. It is the responsibility of Heads of Department to ensure that the correct syllabus and unit/module codes are passed to the Exams Officer.
5. Entries for each examination must be with the Exams Officer by the date indicated below
6. Entries may be withdrawn up to the date published by the exam boards at no penalty to the subject department.
7. The tier of entry may be changed up to the up to the date published by the exam boards at no penalty to the subject department.

8. Entry changes must be requested on the appropriate change of entry form available from the Exams Officer.
9. Late entries, withdrawals or changes of tier which will incur a fee and are to be paid for from the Examinations Budget must be requested in writing to the Exams Officer and authorised by the Head teacher.
10. Late entries, withdrawals or changes of tier which will incur a fee and are not authorised as above will be recharged to the Departmental Budget of the department concerned.
11. Initial examination entry lists will be circulated to departments as soon as possible after the deadline. It is important that these lists are checked thoroughly and any inaccuracies notified to the Exams Officer within one week.
12. The examination timetable will be published as soon as possible and it is the responsibility of the Head of Department to check for inaccuracies or clashes and report these to the Exams Officer within one week.
13. It is the responsibility of the Head of Department to ensure that the samples of work requested are packed up and prepared for posting according to the syllabus being studied.
14. The package of coursework should then be passed to the Examinations Officer who will record the package in the school log and pass the package to the premises officer for posting. A certificate of posting must be obtained and kept in the event of a query.
15. The examiners/moderators reports on coursework which arrive after the examination results are known will be stored centrally and a copy given to the Head of Department and the Line Manager for that Department.

#### Deadlines

##### 15<sup>th</sup> September

Advise SEN department of any students for whom you wish to apply for extra time.

##### 15<sup>th</sup> January

Exams Officer distributes entry pro formas for courses that have run previously or that have been advised of above

##### 30<sup>th</sup> January

Return completed pro formas to Exams Officer indicating entry.

##### 15<sup>th</sup> April

Deliver coursework samples as described in this policy to Exams Officer for posting.

##### 30<sup>th</sup> April

Advise Exams Officer of any late entries, tier changes or withdrawals using the appropriate changes form.

##### 15<sup>th</sup> July

Advise Exams Officer of new courses due to start in the following academic year, and the syllabus and unit codes for those courses.

Advise Exams Officer of estimated numbers of entry for courses for next academic year (where this is not calculated by board automatically)

**Maria Fidelis Catholic School FCJ**  
**Exams Disability Discrimination Policy**



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**Aim**

Maria Fidelis Catholic School (MFCS) is committed to equality and is keen to promote a learning and working environment that is inclusive, celebrates diversity and does not discriminate against any group.

**Policy**

MFCS 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 Head of Centre.

- All main exam rooms are on the ground floor. Chairs will be made available if queuing outside when needed.
- Lifts are available to access venues with stairs.
- There is an appropriate toilet near all venues.
- Emergency evacuation procedures reflect the needs of all candidates.
- All areas have had internal risk assessments carried out.
- If any candidate needs to take regular medication, invigilators will make this possible. The Exams Officer should be notified if there are any exceptional health issues.
- Any specialist equipment will be provided.
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants.
- All invigilators will either receive group training, including disability issues, or will work alongside an experienced invigilator.
- The SENDCO will make the Exams Officer aware of any issues concerning individuals who will be sitting examinations.
- The SENDCO/Exams Officer will take the lead in making access applications based on their close knowledge of the needs of students under their care. They will produce a list of the students involved together with their access arrangement. This list will be available on file in the relevant venue.

Type of Disability or Disadvantage	Centre Solution
Wheelchair user	The main exam rooms are on the ground floor. There are lifts available to access venues with stairs.
Use of crutches for broken leg or other lower limb complaint	The main exam rooms are on the ground floor. There are lifts available to access venues with stairs.
Broken arm / collar bone / finger or other such complaint	The Centre will arrange for candidates to have a Scribe, laptop and/or extra time for the exam.
Generally feeling unwell	The Centre may be able to arrange for the candidate to sit the exam in a room on their own (invigilation staff permitting) and candidates will be allowed rest breaks if required.
Visual disability	All exam rooms in the Centre are well lighted. Candidates are permitted the use of their coloured film overlays as required.
Hearing disability	Candidates may have the use of a live speaker for pre-recorded exam components, or a sign language interpreter. Candidates will be accommodated in a room on their own.
Long term illness or disability	Candidates with long-term illness or disability that makes travel to the Centre difficult may be allowed to sit their exams at home with permission from the individual Exam Boards and/or the school as required, invigilation staff permitting, and with relevant evidence as identified by the Exams Officer.
Learning disabilities	Candidates within the Centre are assessed and permitted the use of a Laptop, Scribe, Reader and/or Extra Time as recommended by the Centre's SENDCO.

Any complaints made by candidates with disabilities should be directed in writing to the Examinations Officer who will initiate an enquiry.



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### **Aim**

The aim of the Examinations Policy is to ensure that the conduct of the external assessment process is organised in an efficient and effective way which meets the requirements of statutory bodies, examination boards and supports the needs of each student.

### **Policy**

1. Check the invigilation board carefully.

For each session of invigilation the member of staff in left most column for each venue is "in charge" of the exam. This includes organising and the distribution of the papers, marking the attendance sheet and collection of the papers at the end.

2. Arrive in good time.

The first invigilator(s) must arrive in good time to set out the papers and deal with administrative matters. Morning examinations begin at 9:00 am and afternoon examinations begin at 1.45 pm. It is expected that invigilators collect the papers at least 15 minutes in advance from the exams office.

3. Location of exam papers.

Exam papers are kept in the secure store which can be accessed by the Examinations Officer or a member of the Leadership Team.

4. Seating of candidates.

The candidates are set out in candidate number order in a "snake" going up and down the rows. DO NOT CHANGE the seating without prior consultation.

Where the candidate numbers are not given to the candidates, then they must sit according to register order.

Candidates are to sit in the correct venue in accordance with the seating plan, unless moved by a member of staff.

All candidates, whether they are internal, external or private, must be identified at the start of the assessment or exam. Candidates can be identified in one of the following ways:

- Candidates identity can be confirmed by a member of staff working at Maria Fidelis Catholic School;
- Student photo identification card;
- Candidate ID card;
- Passport or photographic driving licence;
- Any other documentary evidence containing name, surname and photograph.

Where a candidate wears religious clothing, such as a veil, thereby making it difficult to positively identify them, the candidate should be approached by a female member of staff and taken to a private room where they should be politely asked to remove their veil for identification purposes.

Once the candidate has been identified, the candidate should replace the veil and proceed as normal to sit the exam.

If a candidate is unable to be identified in any of the aforementioned ways or they refuse to reasonably cooperate with a member of staff they may be disqualified from sitting their assessment or exam at Maria Fidelis Catholic School.

#### 5. Control of entry.

Candidates must enter the examination room in complete silence and remain silent until after they have been dismissed at the end. This includes the time when the papers are being collected.

Candidates' mobile phones, watches, and any other web enabled devices must be switched off and not on their person.

Candidates should leave their belongings in the area of the room indicated by the member by the invigilator in charge.

A member of the Leadership Team will normally be on hand to assist with a controlled entrance.

#### 6. Before the start of the exam

Candidates' desks should be checked for unauthorised materials; these should be removed and placed with the candidates belongings.

Any SEN pupils sitting the paper elsewhere should have their papers collected from the examination room.

The exam rubric should be checked to see if there are any special instructions.

#### 7. Starting the exam

A prayer should be said by the lead invigilator.

The lead invigilator should read aloud the Invigilator's Announcement.

The centre number, exam title and duration, and start and finish times should be clearly displayed on the board at the front of the exam room.

The attendance mark list should be done shortly after the beginning of the exam. DO NOT MARK IN ABSENT students until near the end of the examination in case they arrive late.

#### Invigilator Communication

8. Invigilators should always face the students they are monitoring and not communicate with other invigilators whilst the exam is in progress. Regular circulation of the exam centre is essential by all invigilators.

#### 9. Late candidates

may be allowed to the exam but no extra time can be given unless authorised by the examinations officer or the Head teacher or Deputy Head Teacher

#### 10. Breach of the Regulations of the Exam

Any breach of the Regulations of the Exam should be reported immediately to a member of the Leadership Team and recorded on the appropriate form.

#### 11. Ending the exam

At the end of the exam the papers should be collected in CANDIDATE NUMBER ORDER. Please be aware that some students are entitled to extra time. There is a note naming these students on the attendance register.

When collecting the paper, count the number of candidates present and count the number of papers. Make sure that the number of papers is equal to the number of candidates. Write down on the attendance sheet the number of pupils and number of papers collected.

All papers and other materials are to be returned to the Examinations Officer.

Candidates should be dismissed by the Lead Invigilator in an orderly fashion, one row at a time. The exit of the exam room should be controlled to ensure prompt and silent departure by the candidates.

12. What to do in the event of a fire alarm or other emergency evacuation.

- Note the time that the fire alarm went off and how long the examination has been going on.
  - All examination questions and answer papers and materials should be left on the candidates' exam desk and NOT taken out with them. No bags or personal belongings should be taken out of the venue with the candidates.
  - Tell the students to remain calm and ask them to leave their belongings and papers on their desk and leave by the nearest fire exit.
- **IMPORTANT – BEFORE** the students exit the Venue, remind them that they are still under examination board conditions and under **NO CIRCUMSTANCES** should talk to one another, use a mobile phone or any other electronic device. Remind them that a breach of regulations could mean disqualification from their examination.

The invigilator/s must leave with the group as quickly and quietly as possible and take the registers with them. Invigilators should take a roll-call, to ensure that all students are present and accounted for.

**IMPORTANT** - the students should assemble at the fire assembly point outside the front entrance of the school and must be kept apart from other students. Please line up the students according to the examination taken e.g. 1 line for GCE Maths, 1 line for GCSE French etc.

Keep radio contact with the Exams Officer and ask them to check with the Caretaker whether you have the all clear for re-entering the Venue.

Note the time of re-starting the examination and change the finish time. Inform the Exams Officer of the incident, so that a Special Consideration Form can be produced.





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### **Aim**

This policy details how the School manages and administers the use of word processors in examinations and assessments.

### **Policy**

#### **Introduction**

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications **Access Arrangements and Reasonable Adjustments (AA)** and **Instructions for Conducting Examinations (ICE)** booklets.

At Maria Fidelis Catholic School candidates who require a word processor for their examinations are provided with computers and /or laptops which comply with JCQ regulations:

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

#### **Principles for using a Word Processor**

- The use of word processors is allowed in order to remove barriers for candidates who would otherwise be placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands on our candidates, the need for the use of a word processor is considered on a subject-by-subject basis
- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - in the classroom; or
  - working in small groups for reading and/or writing; or
  - literacy support lessons; or
  - literacy intervention strategies; and/or

- in internal school tests and mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

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

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting
- (this list is not exhaustive)*

It is our policy that candidates must show proficiency in the use of a word processor before using it for examinations, except in the case of temporary injury or impairment at the time of the examination.

### **The use of a word processor**

We will:

- provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- only grant the use of a word processor to a candidate where it is their normal way of working within the centre
- only grant the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

(The above also extends to the use of electronic brailers and tablets)

- provide access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) as standard practice unless prohibited by the specification
- allow candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- in all cases, ensure that a word processor cover sheet is completed and included with each candidate's typed script

A word processor will not be granted to a candidate simply because he prefers to type rather than write or can work faster on a keyboard, or because he uses a laptop at home.

### **Word processors and their programmes**

**Maria Fidelis Catholic School will ensure that:**

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- unauthorised memory sticks are not used by candidates

- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff, usually the Exams Officer
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

**At the end of the examination:**

- The Exams Officer/ Invigilator will provide the computer and / or laptop user with a memory stick to save their work. At the end of the exam the candidate, together with his laptop and memory stick, is taken to the Exams Office by the Invigilator
- Documents are printed by the Exams Officer with the candidate present, and the candidate is supervised whilst signing each printed page to verify that the work printed is theirs
- Word Processor cover sheets are signed as appropriate

- The candidate is allowed to leave and the laptop and memory stick are cleared of all work by the Exams Officer

Candidates using laptops are seated close to wall sockets and their laptops are plugged in for the duration of the exam.

Exam computer and laptops have software installed with the spellcheck and grammar check functions disabled. The software allows candidates to insert headers and footers and candidates will be reminded to:

- insert their details on in a header or footer on each page – i.e. Name, Candidate Number, Centre Number (10245) and the examination unit/component code
- appropriately number each page
- use a minimum 12pt font and double spacing
- continually save their work

### **Accommodating word processors in examinations**

Candidates using laptops are internally accommodated in the following manner:

- Candidates are seated at the back of exam venues
- Power connectors are set up by the Exams Officer / Invigilator for each laptop before the start of an exam
- Where necessary additional space/extra desk will be provided if required (e.g. candidate with broken arm or wrist; candidate with enlarged examination paper)

Invigilation arrangements relating to the use of word processors include the following:

- Invigilators will assist or summon help from the Exams Officer in the case of a technical fault
- Invigilators are instructed to record stop times for a laptop candidate in the case of a technical fault and to adjust the candidate's finish time in such instances; candidates will be clearly informed of the new finish time

Other arrangements relating to the use of word processors include:

- Exam-ready laptops are stored for the duration of the exam series in the Exam safe.
- A small number of exam-ready laptops are kept securely by the Exams Officer in case they are needed at short notice in any other exam venues
- The Exams Officer will ensure that all exam computers and / or laptops are set-up and working properly, and check that all data is cleared, before the start of each exam

### **Responsibilities and Tasking**

- Exams officer and SENDCO will regularly review the number of available suitable laptops and ensure the optimum number are held in the exams office

- SEND department will provide details to the Exams Officer of all candidates who need to use laptops in examinations
- Staff using exam laptops for classroom assessments etc. will ensure their return at the end of each school day
- IT manager and Exams Officer will ensure laptops and software complies with AA and ICE instructions. This also extends to memory sticks
- Exams officer will provide training for invigilators covering their role in upholding this policy



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### **Aim**

This policy details how the School manages disruption to the published public examinations timetable.

### **Policy**

In case of localised disruption to Maria Fidelis Catholic School, or more widespread disruption to the Examination System, the following contingencies are to be followed. They are based upon the 'Joint Contingency Plan' issued by OFQUAL to all Awarding organisations and other stakeholders. The plan is exhaustive and ranges from contingencies that affect only the Awarding organisations to those that affect individual pupils. Included in this document are those contingencies that are likely to affect Maria Fidelis Catholic School and its pupils.

The key to dealing with any disruption is communication. This is particularly important with regards to any form of disruption that affects individual pupils and external examinations.

The advice in such cases is to contact the Maria Fidelis Office at the earliest opportunity by telephone number 020 7387 3856 and to contact the Examinations Officer by e-mail at [office@mariafidelis.camden.sch.uk](mailto:office@mariafidelis.camden.sch.uk)

This document should be read in conjunction with the relevant sections of Maria Fidelis Convent School website dealing with Breaking News Updates.

***The term 'Centre' in this policy refers to Maria Fidelis Convent School location at 1-39 Drummond Crescent, London, NW1 1LY.***

## **1. Disruption of teaching time – Centre is closed for an extended period**

Centre is 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.

- Where there is disruption to teaching time and students miss teaching and learning it remains the responsibility of the Centre to prepare students, as usual, for examinations.
- In the case of modular courses, Centre may advise candidates to sit examinations in an alternative series.
- Centre should have plans in place to facilitate alternative methods of learning.

## **2. Disruption in the distribution of examination papers**

If disruption to the distribution of examination papers to the Centre in advance of examinations occurs:

- Awarding organisations to provide the Centre with electronic access to examination papers via a secure external network.
- Awarding organisations to source alternative couriers for delivery of hardcopies.

### **3. Candidates unable to take examinations because of a crisis - Centre remains open**

If candidates are unable to attend examination Centre to take examinations as normal.

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant Awarding organisations.
- Centre to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centre 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.

### **4. Centre is unable to open as normal during the examination period**

Centre unable to open as normal for scheduled examinations.

- A centre which is unable to open as normal for examinations must inform each Awarding organisation with details of which examinations are due to be taken as soon as is possible. The responsibility for deciding whether it is safe for a Centre to open lies with the Head of Centre. The Head of Centre is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.
- Centre to open for examinations and examination candidates only, if possible.
- Centre to use alternative venues in agreement with relevant Awarding organisations (e.g. share facilities with other Centres (e.g. Regent High or use other public buildings, if possible).
- Centre may offer candidates an opportunity to sit any examinations missed at the next available series.
- Centre to apply to Awarding organisations for special consideration for candidates where they have met the minimum requirements (see item 3 above).

### **5. Disruption to the transportation of completed examination papers**

Delay in normal arrangements for the return of completed examination scripts.

- In the first instance Centre to seek advice from Awarding organisations.
- Centre to ensure secure storage of completed examination papers until collection.

### **6. 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.

- 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

## **7. Centres are unable to distribute results as normal**

Centres are unable to access or manage the distribution of results to candidates, or to facilitate post results services.

Centres to contact awarding organisations about alternative options:

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

## **8. Exams Officer is unable to fulfil role**

Exams Officer is unable to come to work due to illness, injury or other crisis.

- The Assistant Headteacher line managing the Exam's Officer is able to fulfil the duties of the Exam's Officer with the assistance of other members of the senior leadership team and administration team.



**Maria Fidelis Catholic School FCJ**  
**Examinations Escalation Process Policy**



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**Aim**

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

**Policy**

**Before examinations (Planning)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to Deputy Headteacher.

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

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

**Main duties and responsibilities relate to:**

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections

Additional JCQ publication for reference:

- Centre Inspection Service Changes

- Policies

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5)

- Personal data, freedom of information and copyright

Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

## **Before examinations (Entries and Pre-exams)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Deputy Headteacher.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

### **Main duties and responsibilities relate to:**

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

- Key dates in the examination cycle
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements
- Candidate information

Additional JCQ publications for reference:

- Information for candidates' documents
- Exam Room Posters

## **During examinations (Exam time)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to Head of Key Stage 4 and/ or Key Stage 5.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-30)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

### **Main duties and responsibilities relate to:**

- Conducting examinations and assessments

Additional JCQ publication for reference:

- Guidance Notes – Very Late Arrival

- Malpractice
- Retention of candidates' work

### **After examinations (Results and Post-Results)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to Deputy Headteacher.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

#### **Main duties and responsibilities relate to:**

- Results

Additional JCQ publication for reference:

- Release of Results notice

- Post-results services and appeals

Additional JCQ publications for reference:

- Post-Results Services
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

- Certificates

**Signed by Chair of Governors**

**Modesto Tondelli**

**Date**                      **30<sup>th</sup> November 2020**

**Date of Review:**        **30<sup>th</sup> November 2022**

## Further guidance to inform procedures and implement contingency planning

### Ofqual

#### What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

##### 1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans. When drafting contingency plans, you should consider the following guidance:

##### 1.1 Covid specific guidance:

- [Guidance for schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)
- [Responsibility for autumn GCSE, AS and A level exam series](#) from the Department for Education in England

##### 1.2 General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

##### 2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also:

- [JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#)

##### 3. Steps you should take

##### 3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

##### 3.2 In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

##### 3.3 After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

##### 4. Steps the awarding organisation should take

##### 4.1 Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

##### 4.2 In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.

##### 4.3 After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

#### 5. If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:

- [JCQ's guidance on special considerations](#)

#### 6. Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted (updated 01 October 2020) <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

## JCQ

15.1 The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 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.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2021. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2021, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2020-2021 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for Conducting Examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

A guide to the special consideration process [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

## **GOV.UK**

Emergency planning and response: Severe weather; Exam disruption [www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)

Opening and closing local-authority-maintained schools [www.gov.uk/government/publications/school-organisation-maintained-schools](http://www.gov.uk/government/publications/school-organisation-maintained-schools)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning  
<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

## **National Counter Terrorism Security Office**

Procedures for handling bomb threats [www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats](http://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats)