



Davenant Foundation School

Examination Policy

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

POLICYDETAILS

Policy Name	Examinations	Committee Responsible	Curriculum
Status	Discretionary	Committee Person i/c	Mr A Thorne
Produced by	Mrs E Browne	First Agreed	26.06.02
Date Produced	27 th September 2022	Last Review Date	October 2020
References		Next Review Date	October 2024

The purpose of this Examinations Policy is:

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

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

This exam policy will be reviewed every two years.

This exam policy will be reviewed by the Headteacher, Assistant Head (responsible for exams), Senior Leadership Group, Examinations Officer and the Governors.

1. Exam responsibilities

Headteacher

Overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- the Headteacher is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected Malpractice in Examinations and Assessments*. (See Appendix C)

Examinations Officer

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

- advises the Senior Leadership Group, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework or Controlled Assessment is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- Liaise with Heads of Department and Senior Leadership Group regarding the scheduling of controlled assessments and any necessary equipment and/or accommodation.
- administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the exams invigilators and organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- prepares and presents (in collaboration with a member of SLG), reports to the SLG showing results achieved
- submits candidates' coursework marks, tracks dispatch and stores returned
- coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLG, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams and certification.

Member of SLG (i/c Exams)

- Oversees the appropriateness of accreditation opportunities and directs the work of the Examinations Officer.

Heads of Department

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.
- Involvement in post-results procedures.
- Provide the Examinations Officer with details of entry codes for all examinations and controlled assessments.
- Manage the conduct of controlled assessments within the department in accordance with JCQ guidelines and the requirements of the awarding body.

Head of Careers

Guidance and careers information.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to Heads of Department.
- Conduct controlled assessments in accordance with JCQ guidelines and the requirements of the awarding body.

SENCO

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

Lead Invigilator/Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.
- Conduct examinations in accordance with JCQ regulations
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

- Confirmation and signing of entries.
- Candidates shall abide by the published regulations as described in the *JCQ Notices To Candidates* covering both written examinations and coursework and/or controlled assessment, copies of which shall be issued in the autumn term.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Administrative staff

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

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the Headteacher, Deputy Head and the Heads of Department.

The statutory tests and qualifications offered are GCSE, A levels and vocational qualifications. The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed by 30th June in the preceding academic year.

At Key Stage 3

All students will take appropriate assessments throughout the Key Stage. The school, in consultation with the parents/carers, SENCO, Head of Year and the Deputy Head, will consider the use of intervention or booster strategies in connection with any candidates who are likely to significantly underperform.

At Key Stage 4

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

At post-16

It is expected that at least three subjects will be continued to completion of the full A-Level in Year 13.

3. Exam seasons and timetables

3.1 Exam seasons

- Internal exams are scheduled in May and June, with Mock GCSE exams for Year 11 in late November and 13 in January.
- External exams are scheduled in November, January and June.
- Internal exams in Key Stage 4 are normally held under external exam conditions.
- Which exam series are used in the centre is decided by the Headteacher, Deputy Head, Head of Sixth Form and the Heads of Department.

3.2 Timetables

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

4. Entries, entry details, late entries and retakes

4.1 Entries

- Candidates are selected for their exam entries by the Heads of Department.
- A candidate or parent/carer can request a subject entry, change of level or withdrawal, but the final decision remains with the Headteacher.
- The centre accepts external entries from former candidates only.

4.2 Late entries

- Entry deadlines are circulated to Heads of Department via email and internal post.
- Late entries are authorised by Heads of Department, Examinations Officer and Deputy Head.
- Late fees may be charged to department budgets or the candidate where deemed to be appropriate by the Headteacher.

4.3 Retakes

- Candidates who achieve a Grade 3 or less and are remaining in Davenant sixth form are encouraged to retake for English Language and Maths in the November or first available opportunity following their initial attempt.
- They will be provided with extra lessons during enrichment in readiness for the November exam.
- Any other retake decisions will be made in consultation with the candidates, subject teachers, Head of Sixth Form and the Examinations Officer. (See also section 5: Exam fees)

5. Exam fees

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

- A Level initial registration and entry exam fees are paid by the centre.
- Late entry or amendment fees are paid by the candidates.
- Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.
- Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.
- This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.
- Retake fees for first and any subsequent retakes are paid by the candidates. (See also section 4.3: Retakes)
- Candidates must pay the fee for an enquiry about a result. (See also section 11.2: Enquiries about results [EARs])

6. The Equality Act 2010, The Disability Discrimination Act (DDA), Special Needs and Access Arrangements

6.1 DDA

The Equality Act 2010 requires reasonable adjustment where candidates would be at a substantial disadvantage in an assessment. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special Needs

- A candidate's special needs requirements are determined by the SENCO and the educational psychologist / specialist teacher.
- The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access Arrangements

- Making special arrangements for candidates to take exams is the responsibility of the SENCO in association with the Examinations Officer.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO.
- Rooming for access arrangement candidates will be arranged by the SENCO with the Examinations Officer.
- Invigilation and support for access arrangement candidates will be organised by the SENCO
- with the Examinations Officer.

7. Managing invigilators and exam days

7.1 Managing Invigilators

- External invigilators will be used for exam supervision at Key Stages 4 and 5. The recruitment of invigilators is the responsibility of the Examinations Officer.
- Securing the necessary DBS check clearance for new invigilators is the responsibility of the centre administration.
- Fees for securing such clearance are paid by the centre. Invigilators are timetabled and briefed by the Examinations Officer. Invigilators' rates of pay are set by the centre administration.

7.2 Exam Days

- The Examinations Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.
- Site Management is responsible for setting up the allocated rooms and ensuring that exam barriers are in place.
- The lead invigilator will start all exams in accordance with JCQ guidelines.
- Staff may be present at the start of the exam to assist with identification of candidates but must not be subject specialist for the examination being sat and under no circumstances can they advise on which questions are to be attempted.
- In practical exams teachers may be on hand in case of any technical difficulties.
- A teacher, tutor or senior member of centre staff who teaches the subject being examined must not be an invigilator during the examination
- Papers will be distributed to Heads of Department at the end of the exam session.

8. Candidates, clash candidates and special consideration

8.1 Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times and will be in accordance with the most up-to-date JCQ guidelines.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates may only leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.
- The Examinations Officer liaise with the attendance officer to ensure that an attempt to contact any candidate who is not present at the start of an exam is made. The candidate will be dealt with them in accordance with JCQ guidelines.

8.2 Clash Candidates

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

8.3 Special Consideration

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.
- Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.
- The Examinations Officer will then forward a completed special consideration form to the relevant awarding body and in accordance with the most up-to-date JCQ guidelines.
- Special Consideration will also be applied in the event of a major disruption to a public examination – See Appendix B

9. Coursework, *Controlled Assessment* and Appeals Against Internal Assessments

9.1 Coursework

- Please also refer to Appendix A
- Candidates who have to prepare portfolios should do so by the end of the course or centre-defined deadline.
- Heads of Department will present all coursework ready for dispatch at the correct time to the Examinations Officer who will dispatch it securely and keep a record of what has been sent when and to whom.
- Heads of Department shall be responsible for the setting, conduct and marking of G.C.S.E. Controlled Assessments in accordance with the designated Specification Document published by the relevant Awarding Body and in accordance with JCQ guidelines.
- Marks for all internally assessed work are provided to the Examinations Officer by the Heads of Department by the set deadline.

9.2 Appeals against Internal Assessments

- The centre is obliged to publish a separate procedure on this subject, which is available from the exams office and is on the school website

10. Results, Enquiries About Results (EARs) and Access to Scripts (ATS)

10.1 Results

- Candidates will receive individual results slips on results days in person at the centre and the results will also be made available on TALAXY. Upon provision of a stamped addressed envelope a candidate's results slips may be posted to their home address or with prior arrangement the results will be handed over to a designated third party.
- Arrangements for the school to be open on results days are made by the Examinations Officer and the Davenant sixth form team.
- The provision of staff on results days is the responsibility of the Headteacher.

10.2 Enquiries About Results (EARs)

- EARs may be requested by candidates at their own expense, or by centre staff with the candidate's approval, if they have reasonable grounds for believing there has been an error in marking.
- In exceptional circumstances the Headteacher will support an enquiry relating to the marking of a complete cohort of candidates. (See section 5: Exam fees)

10.3 Access to Scripts

- After the release of results, candidates may ask the Examinations Officer to request the return of papers within the published timeframe.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- Re-marks cannot be applied for once an original script has been returned.

11. Certificates

- Certificates are presented in person, collected and signed for or posted (recorded delivery) where the cost of postage is covered by the candidate.
- Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.
- Certificates are not withheld from candidates who owe fees. The centre retains certificates for five years.

Appendix A - Reviews of marking - centre assessed marks

(GCE coursework, GCE and GCSE non-examination assessments, Project qualifications)

- Davenant 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. Davenant is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- Davenant 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.
- Davenant 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.
- Davenant will, having received a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.
- Davenant will provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision.
- Davenant will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing and candidates must explain on what grounds they wish to request a review.
- Davenant 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 for the submission of marks.
- Davenant will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.
- Davenant will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- Davenant will inform the candidate 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 of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review.
- Davenant Foundation School fully complies with information legislation.
- For the full details on how we use your personal information please see the school's website or call 0208 508 0404 if you are unable to access the internet.
- 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 the 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.

Appendix B – Exam Contingency Plan

Purpose of the plan

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

Alongside internal processes, this plan is informed by the Exam system contingency plan: England, Wales and Northern Ireland, which provides guidance in the publication what schools, colleges, and other centres should do if exams or other assessments are seriously disrupted.

This plan also confirms Davenant Foundation School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2018-2019) that the centre has in place a written examination contingency plan, which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence

Possible causes of disruption to the exam process

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

Criteria for implementation of the plan

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

Planning

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

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

- invigilators not trained or updated on changes to instructions for conducting 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, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services
- Centre actions to mitigate the impact of the disruption
- Ensure that SLG are fully aware of EO activities at all points in the exam cycle

Regular LM meetings

- Monthly Tasks document in Exams Office working folders (2019/Planning & Job Description folder)
- EO files are fully accessible on the T drive
- Other staff members trained in the use of SIMS – EBE, AMR, RES
- Staff with EO experience able to deputise – Robert Edwards, SLG Staff
- Alert awarding Bodies of EO absence to ensure receipt of Awarding Body communications

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

Criteria for implementation of the plan

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

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- 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
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Centre actions to mitigate the impact of the disruption

- As SENCO works within LS Team, JK and LB able to deputise and provide information as required
- SENCO works within the LS Team and Exams Officer liaises as required with whole team
- Employment of outside agencies/professionals may be required

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

4. *Invigilators - lack of appropriately trained invigilators or invigilator absence*

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam
- Centre actions to mitigate the impact of the disruption
- Early identification of invigilator requirements
- Early booking of available invigilators for summer season
- Where shortfalls are identified, recruit and train appropriate numbers of invigilators undertaken
- Use of TAs with Access Arrangements Students
- Use of trained members of support staff where necessary
- Bank of invigilators prepared to work at short notice maintained by Exams Officer in the event of absence.

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

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time
- Centre actions to mitigate the impact of the disruption
- Considerable number of potential exams rooms available on SIMS
- Early discussions amongst SLG to identify and agree rooms to be used.
- Ensure all wall displays are removed prior to the start of the examinations.
- Seating plans for main exam season produced and agreed early in the exam cycle
- Absence of Year 11 & 13 on study leave in main exam season frees room resources
- Informal agreements exist with other school in the event of major unexpected incidents

6. *Failure of IT systems*

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time
- Centre actions to mitigate the impact of the disruption
- Highly trained IT staff permanently on site
- Strong contractual and informal links with MIS supplier Capita
- Alert Awarding Bodies if a failure is likely to result in missed deadlines

7. *Emergency evacuation of the exam room (or centre lock down)*

Criteria for implementation of the plan

- Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams
- Centre actions to mitigate the impact of the disruption
- Invigilator radios will be provided in all key areas
- In the first instance, if the exam is underway then the process outlined in the School Fire policy will be implemented.
- Assuming that evacuation is required then in addition to following the guidelines laid out in the school fire policy, the following steps will be taken
 - Contact Awarding Bodies and follow instructions
 - Follow instructions or take advice from relevant local or national agencies to decide if school can open
 - Identify and agree with Awarding Bodies an alternative venue for the exams if necessary.
 - In the event of alternative accommodation being limited, identify and prioritise students whose progression will be severely delayed if they do not sit the exams as planned
 - Communicate with parents/carers and students regarding any changes
 - If necessary, advise to sit exams in the next available series.

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

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
- Centre actions to mitigate the impact of the disruption
- Use of Google Classroom /Insight to deliver teaching materials remotely to students until the Centre can reopen.

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

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal
- Centre actions to mitigate the impact of the disruption
- Invigilation planned for home ensuring the necessary safeguarding procedures are in place

10. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations (including centre being unavailable for examinations owing to an unforeseen emergency)
- Centre actions to mitigate the impact of the disruption
- Contact Awarding Bodies and follow instructions
- Follow instructions or take advice from relevant local or national agencies to decide if school can open
- Identify and agree with Awarding Bodies an alternative venue for the exams if necessary.
- In the event of alternative accommodation being limited, identify and prioritise students whose progression will be severely delayed if they do not sit the exams as planned
- Communicate with parents/carers and students regarding any changes
- If necessary, advise to sit exams in the next available series.

11. *Disruption in the distribution of examination papers*

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations
- Centre actions to mitigate the impact of the disruption
- Contact distribution contractor (Parcel Force) and ascertain nature of the disruption and whether further contingency plans are required.
- Contact Abs and follow instructions
- Arrange for electronic transmission of papers if possible
- Copy papers in a secure area by the Exams Office.

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts
- Centre actions to mitigate the impact of the disruption
- Contact distribution contractor (Parcel Force) and ascertain nature of the disruption and whether further contingency plans are required.
- Contact ABs and follow instructions
- If agreed with AB, use alternative transport provider, maintain security of exams scripts at all times

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Centre actions to mitigate the impact of the disruption
- Assess nature and extent of damage to scripts and assessment evidence
- Retrieve any viable exam material and scripts
- Contact ABs and follow instructions

14. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services
- Centre actions to mitigate the impact of the disruption
- Ensure that MIS is fully up to date prior to exams result starts
- Contact MIS supplier to ascertain the nature and likely length of disruption
- Use in-house IT staff to attempt to resolve the issue
- If problem is severe and likely to persist arrange hard copy deliver of results from AB
- Communicate with parents / carers and students to inform them of the cause and likely duration of disruption
- School to communicate with sixth form colleges, further education institutions, and employers to provide documentation to explain the extenuating circumstances to mitigate the impact on students.

Further advice / guidance to inform and implement contingency planning - Ofqual

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

Contingency planning

- You should prepare for possible disruption to exams and other assessments as part of your emergency planning and make sure your staff are aware of these plans

Disruption to assessments or exams

- In the absence of any instruction from the relevant awarding organisation, the school or college should assume that any exam or timetabled assessment should take place if it is possible for it to do so. This may mean having to locate alternative premises.
- If the exam or assessment cannot take place, or if a student misses an exam or loses their assessment due to an emergency or other event outside the control of the school or college, you should discuss alternative arrangements with your awarding organisation.

The school or college should consider the following steps

Exam planning

- Review your contingency plan well in advance of each exam series.
- Ensure that copies of question papers are received and stored under secure conditions.
- In the event of disruption
- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether the school or college can open.
- Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exams when planned.
- Communicate with parents, carers and students regarding any changes to the exam timetable.
- Advise students, where appropriate, to sit exams in the next available series.
- After the exam
- Consider whether students may be eligible for special consideration.
- Ensure that scripts are stored under secure conditions.
- 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.

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2.2 The awarding organisation should take the following steps

Exam planning

1. Establish, maintain and at all times comply with an up to date written contingency plan.
2. Ensure that the arrangements that are in place with schools and colleges enable them to deliver and award qualifications in accordance with its conditions of recognition.

In the event of disruption

1. Take all reasonable steps to mitigate any negative effect, in relation to its qualifications, arising from any disruption.
2. Provide effective guidance to any of its centres responsible for delivering qualifications on its behalf.
3. Ensure that where an assessment is required to be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
4. Promptly notify the relevant regulators about any event which could have a negative effect on students, standards or public confidence.

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.

2.3 When a student misses an exam or is disadvantaged by the disruption

If you feel that, the performance of all or some of your students has been negatively affected by the disruption you should ask your awarding organisation about applying for special consideration. The decision about what special consideration is, or is not appropriate, is for awarding organisations to make. Their decisions might be different, for different qualifications and for different subjects. However, we encourage awarding organisations to adopt a consistent approach, including between learners, schools or colleges, and awarding organisations, when dealing with a number of similar cases.

[Ofqual guidance extract 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, sections 1 and 2 <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

Contingency planning

The qualifications 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.

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.

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.

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.

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>

[JCQ guidance taken directly from JCQ Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, page 31

General regulations for approved centres

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Guidance on transferred candidate arrangements

<https://www.jcq.org.uk/exams-office/entries>

Instructions for conducting examinations

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

A guide to the special consideration process

<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

<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: Ensuring the service runs smoothly; Contingency planning

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

Statutory guidance on school closures

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Appendix C – Examination Malpractice

Davenant Foundation School manages malpractice, in accordance with the JCQ General Regulations for Approved Centres. <https://www.jcq.org.uk/exams-office/malpractice/>

We take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations and report and investigate as detailed below:

Malpractice

Instances of malpractice arise for a variety of reasons:

- Some incidents are intentional and aim to give an unfair advantage in an examination or assessment;
- Some incidents arise due to a lack of awareness of the regulations, carelessness, or forgetfulness in applying the regulations;
- Some occur as a result of the force of circumstances which are beyond the control of those involved (e.g. a fire alarm sounds and the supervision of candidates is disrupted).

The individuals involved in malpractice also vary. They may be:

- Candidates;
- Teachers, tutors, trainers, assessors or others responsible for the conduct, administration or quality assurance of examinations and assessments including:
 - examination officers, invigilators and those facilitating access arrangements (e.g. readers, scribes and practical assistants);
 - assessment personnel such as examiners, assessors, moderators or internal and external verifiers;
 - Other third parties (e.g. parents/carers, siblings or friends of the candidate).

Irrespective of the underlying cause or the people involved, all allegations of malpractice in relation to examinations and assessments need to be investigated. This is to protect the integrity of the qualification and to be fair to the centre and all candidates.

Staff Malpractice

Centre staff malpractice' means malpractice committed by:

- A member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe.

Examples of staff malpractice can be found in Appendix 2 of the JCQ Malpractice Guidance.

https://www.jcq.org.uk/wp-content/uploads/2021/09/Malpractice_21-22_FINAL.pdf

Student Malpractice is defined as:

- Students trying to influence their teacher's judgements about their NEA grade
- Students might attempt to gain an unfair advantage, for example, (examples of student malpractice are, but not limited to, the following) submitting fabricated evidence, plagiarised work (which includes the use of AI technology – see Appendix D) or taking into the examination room any unauthorised devices and/or materials.
- Students may try to intimidate or threaten a member of staff regarding their coursework grades.
- Students and or someone representing the student may offer a form of payment to enhance a coursework grade.

The awarding organisations anticipate that the majority of such instances will be dealt with by the centre internally depending on the severity of threat.

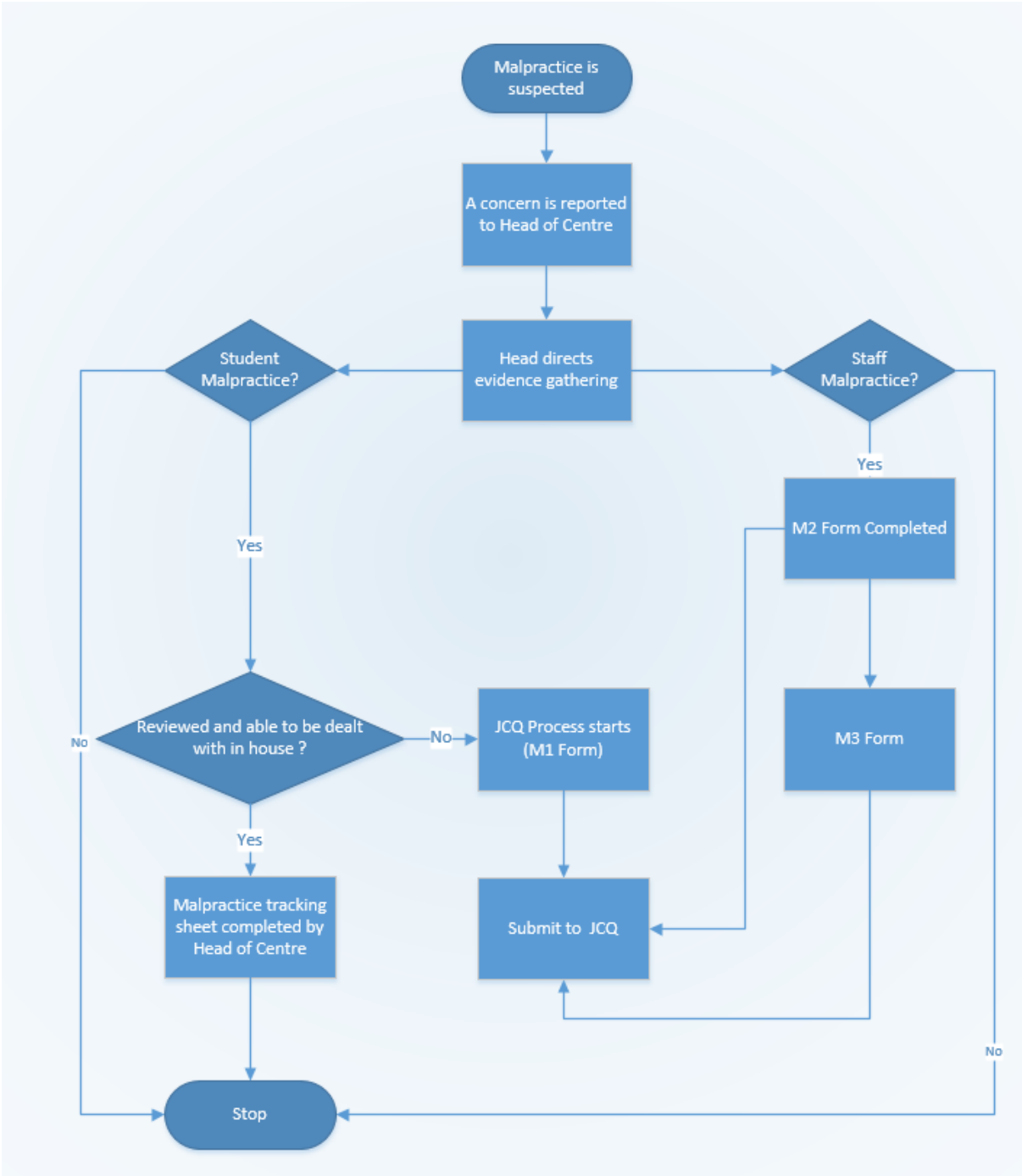
As a centre we will take clear and reliable records of the circumstances and the steps taken, and that students are made aware of the outcome. This will go on the student's record and a warning will be given

Where necessary, we will inform the relevant awarding organisation using the JCQ M1 form straight away.

Should you have any questions or concerns regarding malpractice, please contact the appropriate awarding organisation via the contact information detailed at the end of the document.

https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf

Malpractice Decision Flow



Appendix D – Extract from JCQ (Executive Summary) - AI-Use-in-Assessments

<https://www.jcq.org.uk/wp-content/uploads/2023/03/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf>

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. The JCQ guidance reminds teachers and assessors of best practice in this area, applying it in the context of AI use.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations/>), all work submitted for qualification assessments must be the students' own;
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating student malpractice, including the misuse of AI.