



Sir James Smith's Community School

Aspiration Ambition Achievement

Examinations Policy @ SJS

Spring Term 2018

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Background

It is our intention that everything possible should be done to ensure candidates sitting public examinations are well prepared and fully informed. The examination itself should be well organised and completed with no upset or disturbance. Candidates should feel confident that they experienced the best conditions in which to demonstrate what they know, understand and can do.

1 Aims:

1.1 The school aims to provide an efficient system for disseminating information from the Exam Board to subjects and pupils and vice versa.

1.2 The school also aims to ensure that external and internal examinations are run in such a way as to uphold the integrity of the examinations system. Key principles for the system are:

- The pupils have an entitlement to be entered for the examination for all courses they have completed.
- The system should be transparent and accountable in the way that the process operates.
- The system should be cost-effective with procedures to minimise waste.
- The system should aim to support accuracy to minimise errors.
- The system should be fair and support the maximisation of opportunity.
- The system should allow for the provision of accurate and up to date information to subjects, parents, the education authority, DFES and other interested parties.

1.3 Parents and carers are kept informed about examinations entries. Any changes to exam entries must be communicated to parents. Students are not allowed to 'drop' subjects without permission of the subject teacher, parent(s) and SLT.

2 Setting up the Examination Year:

In September the Examinations Officer will circulate to all subjects the board and specification used by that department. This must be checked, signed, amended as necessary and returned to the Examinations Officer by the Subject Leader.

3 Accountability of subjects

3.1 The Subject Leader from each department will take responsibility for exam entries/withdrawals etc.

3.2 The Examinations Officer will set up marksheets for each subject within SIMS into which the subject teacher will input an entry for each candidate. Subjects that have the option of sitting differing tiers should pay particular attention to this when completing their marksheets.

3.3 Deadlines will be indicated prominently for all returns, in order to meet the Exam Board deadlines.

3.4 The Examinations Officer will print out copies of the entry marksheets and distribute them to the Subject Leaders. It is the Subject Leader's responsibility to check these entries, and return a signed copy to the Examinations Officer confirming that they are correct. Any changes required must be marked clearly on these marksheets and given back to the Examinations Officer before the examination board deadline for entries.

4 Exam Entries

All candidates will be entered by the due date set by the board. It is the responsibility of the Subject Leader to ensure entries are made correctly – tier, syllabus, component, numbers, and award claim code where appropriate, etc.

5 Amendments to entries

5.1 Amendments will be accepted either in writing or via email by the Examinations Officer up to the date set by the board. When the amendments have been made the Examinations Officer will reprint the entry marksheets and pass to the Subject Leader for checking. Please note that changes cannot be made to

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marksheets once the entries have been submitted to the Exam Board, without intervention by the Examinations Officer.

5.2 Amendments to entries made after the examination board published date will incur extra administration charges. Agreement will be sought from SLT before incurring extra charges.

6 Change of tier

Any change of tier must be informed to the Examinations Officer either in writing or via email.

7 Late Entries/Changes to Tiers

The Subject Leader will inform the Examinations Officer either in writing or via email of any late entries or changes to tiering. Any additional fees will be normally be charged to the department.

8 Re-sits and Payments

8.1 Subject areas that wish students to re-sit a qualification because of poor performance should write to the parents and carers with details of fees and dates.

8.2 If, due to exceptional circumstances outside the control of the candidate/s, a re-sit is necessary, the school will arrange for a re-sit where possible and cover the entry fee costs.

8.3 In other circumstances the school will not automatically arrange for candidates to re-sit a subject. Requests will be accommodated on a case by case basis where possible. Candidates will be responsible for the full payment of fees and administration.

9 External Candidates

The Exams Officer may accommodate exam candidates who are not on roll at this school (termed 'External Candidates') where it is convenient to the school and does not disadvantage internal candidates.

External Candidates must settle exam and administration fees in full before being entered for exams.

The Exams Officer is responsible for ensuring that External Candidates bring full proof of identification to the school before being entered for exams.

10 External Examination Season

The Examinations Officer is responsible for the organisation and conduct of all external exams.

10.1 Final confirmation of entry numbers and levels will be made with the Subject Leader.

10.2 All exam papers will be counted in by the exam officer and securely locked away.

10.3 If the Subject Leader wishes to check the sealed exam papers, they may do so in the presence of the Examinations Officer in good time before the exam date.

10.4 A member of staff will be present at the start of each exam to check the identity of students entering the room.

10.5 Spare exam papers may be shared with staff once the published finish time of the exam has passed (i.e. the time printed on the front of the exam paper, not necessarily the time that the exam has run in the school). Under these circumstances the Exams Officer must ensure that completed exam scripts are kept secure until collected by the courier.

10.6 All exams will be conducted according to the rules laid down by exam boards and within the start and finish times determined by the board.

10.7 Any misconduct or irregularity must be reported to the Examinations Officer as soon as possible, who will then inform the exam board concerned.

10.8 In the absence of the Examinations Officer at the end of any exam, papers will be collected by the invigilators and taken to the front office and given into the care of the office staff, so they can be securely locked away or dealt with.

10.9 Students will not be allowed to leave an exam until their exam paper has been picked up and secured by an invigilator. Unused papers will be placed in the Subject Leader's pigeon hole only after the candidates papers have been verified and packaged for the courier.

11 Information to Candidates and Parents/Carers

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11.1 Candidates will receive a paper copy of the examination timetable as well as an electronic version via email. Parents will also be emailed a copy of the examination timetable. Candidates and parents will be signposted to further supporting information on the school website. A summary version of exam regulations will be sent out via email, whilst the full version will be available on the school website.

11.2 The process will be repeated for any student that has an amendment to their entries.

11.3 The examination notice boards will be used to publicly display dates and times of examinations and other exam related information.

11.4 The School will use its text messaging, email and website facilities to alert parents to coming exams and reminders to ensure candidates have the correct equipment with them for exams.

12 Coursework

It is the responsibility of each department to ensure all coursework is despatched at the correct time. The Subject Leader may liaise with the exam officer if necessary. Appropriate labels and envelopes will be distributed to the Subject Leaders by the Examinations Officer when required. When coursework is packed and sealed it may be returned to the Examinations Officer for despatch. It is the responsibility of the Subject Leader to include all necessary completed paperwork in with the coursework sample and to photocopy any forms etc that need to be kept for reference. The Exams Officer will use the postal service provided by the Exams Board for despatch of papers, or will use a trackable service in the absence of any instructions.

13 Year 10 and Year 11 Mock examinations (in preparation for external exams)

The Examinations Officer will be responsible for the organisation, accommodation and invigilation for these exams. Each department will be responsible for producing exam papers, which are suitable for the time slot allocated to their subject. These should be given to the Examinations Officer a minimum of a week before the examination period begins.

14 Conduct in the examination

14.1 Students need to be informed about exam protocol and expected conduct. This ~~would normally be~~ achieved through an assembly presented by a senior member of staff and is also included in the examinations guidance booklet ~~sent out to candidates~~ which is available on the school website. A summary guidance is produced and accompanies the exam timetable.

14.2 If there is any misconduct in the examination room ON CALL staff should be summoned immediately. This should also be reported to the Examinations Officer who, in discussion with the Headteacher, will inform the examination board if regulations have been breached.

14.3 Any breach of exam conduct will be treated as a serious incident. Any repeated breach of conduct could result in either: 1) the student sitting their exams in a room away from other students; or 2) the candidate being refused the exam.

14.4 Students arriving after the exam has started will be subject to Examination board and SJS regulations. Students arriving late must report to Reception prior to entering the exam room. The Exams Officer will ascertain the reason for lateness and ~~decide whether~~ the candidate will take the full duration of the exam ~~or just the time that is left for the exam to run~~. There may be occasions when it will not be possible to give the candidate the full exam time (i.e. they must finish at 2.30pm to catch transport home).

14.5 'Very late' candidates (i.e. more than one hour after the published exam start time) will be interviewed by a member of the Senior Leadership Team and Exams Officer to ascertain their whereabouts and whether they have had access to the internet in the time prior to their arrival at the school. If SLT and Exam Officer are satisfied, the candidate will be allowed the ~~remaining~~ full time of the exam and a 'Late' report will be made to the Exams Board. If SLT and Exam Officer are not satisfied, the candidate will be refused the exam.

14.6 Late candidates will be escorted to their exam rooms by the Exams Officer who will liaise with the invigilator to ensure the exam is not unduly disrupted.

14.7 Candidates will attend exams in full school uniform, if still following the school timetable, or in appropriate clothing if they have left school.

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15 Despatch of exam scripts and coursework.

The Examinations Officer will despatch exam papers to examiners by a traceable system (e.g. Parcel Force Worldwide) in a timely fashion. Completed exam scripts will be stored securely until collected by courier. If completed scripts remain on site overnight, the Exams Officer will store them securely until the following day. Completed exam scripts will not be kept on the school site over holiday periods.

16 External invigilators

The Examinations Officer will co-ordinate a team of external invigilators. This will include:

- An annual training session in September for new and current invigilators, to include training on facilitating access arrangements.
- A twice annual feed-back session in Feb/Mar and Oct/Nov.
- Informing invigilators early in the season what dates invigilators are going to be required.
- Allocate a lead invigilator to each examination.
- Allocate available invigilators to examinations and should normally inform invigilators at least 2 weeks before the examination.
- Communicating any relevant information to invigilators pertinent to their role in the exam room such as medical information and access arrangements, and the procedures to follow.
- Provide invigilators with information on Exams Policy and JCQ regulations and updates .

Invigilators will receive Safeguarding training and will be given copies of relevant policies. Invigilators will also be made aware of confidentiality and will sign a code of conduct on their first training session.

17 Conduct of invigilators

17.1 The Examination Officer will ensure that each exam session will have a designated lead invigilator, whose role will be to deploy invigilators and oversee their conduct and the exam.

17.2 The lead invigilator will check attendance according to the seating plan and will alert the Exams Officer of any absence. The Exams Officer will then liaise with the Attendance Officer to locate missing candidates.

17.3 Invigilators must not take any work into the exam room but give full attention to the conduct of the examination.

17.4 It is essential that invigilators move around the exam hall in a random manner to ensure all candidates can be confident of supervision.

17.5 Invigilators will be aware of which members of school staff are allowed in the Exam Room (the Exams Officer and specially designated members of staff) and will challenge any other person who tries to gain entry to the exam.

17.6 Invigilators may give out replacement equipment to candidates whose equipment has failed in the exam.

17.7 Invigilators will adhere to the rules and regulations of the JCQ Instructions for the Conduct of Examinations. Invigilator malpractice will be reported by the Exams Officer to the appropriate exam board.

17.8 Invigilators are required to declare any conflict of interest when allocated an exam to invigilate.

18 Results

18.1 Results will be available for collection by staff on the day notified by the exam boards.

18.2 Subjects should check for the possibility of a ~~re-mark/re-grade~~ review within three days of scrutiny of the results.

18.3 If a result is queried the Examinations Officer will investigate the feasibility of asking for a ~~re-mark~~ review.

18.4 Initial costs of enquiries will be met by the department. The board will refund fees of enquiries that lead to a change in grade.

18.5 On the published results date in August students will be able to collect their examination results between 9.30am and 12.00 noon. All uncollected results will be posted home after this time.

18.6 If a student wishes his/her results to be collected by someone else, the Examinations Officer must receive this request in writing prior to results day.

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18.7 For all other sessions, e.g. March exam series, the examination results will be managed in the following way:

- Processed data will be circulated to the Subject Leaders concerned.
- Subject Leaders will ensure other subject staff have information about (i) Their own classes/students; (ii) The overall cohort/year group
- Subject Leaders need to provide an explanation of marks, grade boundaries and any other information that enables the candidate and others to understand the significance of the mark/grade. This information must be with the Examinations Officer prior to the arrival of examination data.
- KS4 students will have their examination results posted home with a covering letter to explain marks/grades.

19 Special needs

19.1 It is the responsibility of the SENDCo to liaise with the Examinations Officer about the arrangements for candidates with Special Needs. The SENDCo will ensure the Examinations Officer has all information needed on each candidate with special needs. The Examinations Officer will ensure requests for special consideration will be sent to the boards within their timescales and process the replies.

19.2 SENDCo will communicate access arrangements to parents/carers as well as the relevant students.

19.3 Invigilators and TAs will be trained to facilitate access arrangements and will have current guidelines accessible to them.

~~19 Special needs exam procedures~~

19.4 Subject staff should inform the SENDCo of special needs pupils who are embarking on a course leading to an examination, and the date of that exam. To this end, SENDCo will invite subject teachers to identify Year 9 students who will be screened by the end of their Year 9. The SENDCo can then inform individual staff of any special arrangements which individual pupils can be granted during the course and in the exam. In the case of pupils with specific learning difficulties/visual impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations
- Rest periods
- A reader /word recognition software
- A scribe
- Enlargements/models
- A helper
- A prompter
- Separate room/invigilator
- Use of word processing/printing facility

19.5 Special arrangements can also be made for pupils to take their examinations outside school e.g. phobic pupils, M.E. sufferers. In these cases invigilation/examination rules must still be adhered to.

19.6 A separate room and invigilator are required for candidates with a reader/writer and a separate room may be required for an individual or group who is/are granted extra time/rest periods/use of a word processor.

19.7 The reader/scribe should be a person within the learning support department or a trained invigilator. It is important if the pupil and reader/scribe have worked together in similar situations such as internal tests/exams, that the reader/scribe only helps in this reader/scribe capacity and not in his/her capacity as a Teaching Assistant. It is the duty of learning support to ensure that no unauthorised help is given to these pupils and that JCQ guidelines with regards to Access Arrangements are followed. The Exams Officer will circulate the relevant guidelines to all TAs to support them in this role.

19.8 The SENDCo, in consultation with the Examinations Officer will complete the special arrangement request forms for special needs candidates at the appropriate time and provide the necessary evidence to reach the exam boards on the stipulated dates. Boards have a timetable of dates for the ordering of

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modified/-enlarged papers for NCTs and GCSEs which must be complied with. Outcomes of applications will be communicated to the Exams Officer and the student/parent/carer involved.

19.9 The early opening and checking of special needs candidates' papers should be conducted in the presence of the Examinations Officer only with the permission of the exam board, at an agreed time and any further enlargements/modifications completed by the designated person in good time for the start of the exam. In cases where extra time has been granted and the examination finishes after school hours, the candidate's papers will be given to the Examinations Officer and locked away.

19.10 The necessary re-scheduling of internal and external exams for special needs pupils will be co-ordinated with the Examinations Officer e.g. pupils who have extra time and cannot fit two exams in one day.

19.11 Candidates with visual impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will be properly supervised at all times and have no contact with other candidates taking the same examination.

19.12 Candidates with extra help/time for coursework must ensure that it is all their own work. It is the responsibility of learning support to ensure that all work is original.

19.13 A candidate may be granted the use of a word processor in exams at the discretion of the SENDCo and must meet the following criteria: 1) the relevant exam board has confirmed a student is eligible for a scribe *or* 2) a student's handwriting is so consistently illegible that their work cannot be effectively marked *and* 3) it is the student's normal way of working.

19.14 The Exams Officer will automatically apply extra time to exams where applicable. Candidates with Extra Time are expected to remain in their exam until this time has expired. ~~Where Extra Time has been granted to a candidate, the Exams Officer and invigilators can advise that they make full use of this, but cannot insist on it.~~ Where a candidate requests to leave an exam without using their Extra Time, the invigilator will remind them of this arrangement and its benefits. However, the candidate must be allowed to leave if they wish to do so.

Further information about accommodating disability in exams is covered in Appendix 6, and our policy in allocating word processors to students in exams is covered in Appendix 7.

20. Post Results

20.1 Candidates will be made aware of post result services (PRS) offered by the exam boards. Information will be sent to candidates once the examination season has finished, and will include fees, how to apply and deadlines.

20.2 The candidate may request a PRS, or a member of staff may request a PRS on behalf of a student. In all cases, the candidate's permission must be sought before making a PRS application. All applications are sent via the Exams Officer.

20.3 The Exams Officer may not make applications for PRS until Results Day.

20.4 Where an application for PRS is made at the request of a candidate, full payment must be received before the Exams Officer makes the application. Where an application for PRS is made at the request of a subject department (with permission of candidate) the costings must be discussed with SLT prior to the Exams Officer making the application.

20.5 The Exams Officer will communicate the outcome of the PRS to the candidate and the relevant subject department, and make amendments to results as appropriate.

If you would like this in a different format please contact the school

***Reviewed & amended by - Susie Ballerstedt
Reviewed – January 2018
Ratified by Governors –
Next review due – January 2019***

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APPENDIX 1:

Appeals procedure against internal assessment decisions

Sir Smith's Community School is committed to ensuring that internal assessments¹ are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents.

This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills, and training in this activity
- Subject staff authenticating candidates' work according to the requirements of the relevant awarding body
- A process of internal moderation and standardisation led by Heads of Department/nominated subject staff

An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

All appeals must follow the procedure detailed below.

Note - *appeals may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.*

1. Appeals should be made as early as possible and **at least two weeks before** the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the summer exam series)
2. Appeals should be made using the **internal appeals form** completed by the candidate (or parent/carer)
3. The head of centre will appoint a member of the senior leadership team, who has no involvement in the assessment process for that subject to conduct the investigation
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements as detailed in the awarding body specification(s) and/or subject-specific associated documents
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to internal assessment procedures
6. The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity in procedures to light, the awarding body will be informed

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation may lead to mark changes. This process is outside the control of Sir James Smith's Community School and is not covered by this procedure.

¹Internal assessment includes controlled assessments, coursework and portfolios of evidence

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Appeals procedure against centre decisions not to support an enquiry about results

Following the issue of results, the general qualification awarding bodies offer post-results services. Full details of these services, internal deadlines for requesting a service and fees charged will be provided by the exams officer.

The service, *enquiries about results* (EARs), may be requested by centre staff or candidates (or their parents/carers) if there are reasonable grounds for believing there has been an error in marking. If a query is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre's expense.

When Sir James Smith's Community School does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the **internal appeals form** at least **one week prior** to the internal deadline for submitting an EAR (7th September 2015).

Appeals procedure following the outcome of an enquiry about results

Where the head of centre remains dissatisfied after receiving the outcome of an EARs, an appeal will be made to the awarding body, following the guidance in the JCQ publications *Post-results services* <http://www.jcq.org.uk/exams-office/post-results-services> and *A guide to the awarding bodies' appeals processes* <http://www.jcq.org.uk/exams-office/appeals>

Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidates and/or their parents/carers are not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

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Internal appeals form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- an internal assessment decision
- the centre decision not to support an enquiry about results
- the outcome of an enquiry about results

Name of appellant		Candidate name if different to appellant	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against an internal assessment decision

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

Signature:

Date of signature:

Appeal against the centre decision not to support an enquiry about results

Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature:

Date of signature:

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Appeal against the outcome of an enquiry about results

Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature:

Date of signature:

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure.

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APPENDIX 2: Controlled Assessment

It is a requirement of the Joint Council for Qualifications (JCQ) that all examination centres have a policy in place for controlled assessment.

Controlled assessment is a form of internal assessment which measures subject-specific skills that may not necessarily be tested by timed written papers. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with the awarding body specification.

Awarding bodies set their own dates for the issue of controlled assessment tasks, which are set well in advance to allow time for planning, resourcing and teaching in centres. Controlled assessment applies different levels of control (Low, Medium or High) at each stage of the assessment process: task setting, task taking and task marking. In some subjects, the awarding body will mark work. For most subjects, however, work will be marked by the centre and moderated by the awarding body.

This policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessment.

Staff responsibilities

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of Key Stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of controlled assessments
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Subject leaders

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

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.

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- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs & disability coordinator (SENDCo) for any assistance required for the administration and management of access arrangements.

Examination Officer

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

Special educational needs and disability coordinator

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

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APPENDIX 3: Quality Assurance Procedure

As part of our responsibility as a testing centre, Sir James Smith's School is committed to Quality Assurance of its teaching, assessment and conduct of exams.

The provision of qualifications is regularly monitored by Subject Leads and SLT, and Quality Assurance Representatives where appropriate (certain exam boards require a member of staff to be named in this role).

All staff involved in the administration and/or assessment of qualifications will have undergone relevant training to their role:

Teachers

- Nominated Quality Assurance Representative for certain qualifications, such as BTEC, will have an in-depth knowledge of the qualification. This is usually a member of staff who teaches the qualification subject.
- Attend annual Standardisation Meetings for certain qualifications, such as PSHE.

Exams Officer

- Receives exam officer training on entry to their new role.
- Accesses relevant on-going training through exam board and information system providers.
- Accesses networks to share best practice and keep in touch with exam board representatives.
- Accesses support organisations, such as The Exams Office, to keep abreast of good practice, changes in regulations and use exam specific tools. Also accesses invigilator training support.

Invigilators

- All new invigilators attend a training session to include an induction to the school, before conducting an assessment.
- All new invigilators undergo an observation by the Exams Officer on their first invigilation.
- Existing invigilators are invited to attend annual training sessions.
- All invigilators meet twice a year for updates from exam boards and school policy; opportunity to feedback on conducting assessments; review of performance; and to keep a regular contact with school and colleagues.
- All invigilators are kept informed of relevant information by email.

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APPENDIX 4: Emergency Evacuation Procedure for Examinations

The invigilator **must** take the following action in an emergency such as a fire alarm or bomb alert.

- Stop the candidates from writing
- Collect the attendance register **(in order to ensure all candidates are present)**
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- All exam papers/stationery will be removed from the exam room, with the exception of the Gym, which will be locked by the Exams Officer if safe to do so. Students will be reminded that they will remain under exam conditions throughout the evacuation.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

APPENDIX 5: Fire Evacuation Procedure during Exams

- If the fire alarm is activated whilst an exam is in progress the invigilator will escort all candidates to the fire assembly point using the exit route indicated on the fire evacuation map on display in the exam room.
- The assembly point for exam candidates is at the front of the tennis courts. This is separate to other students to ensure no malpractice occurs.
- The invigilator must take a copy of either the seating plan or attendance register with them as a record of who was present in the exam room, and is responsible for checking all students are accounted for.
- All exam papers/stationery will be removed from the exam room, with the exception of the Gym, which will be locked by the Exams Officer if safe to do so. Students will be reminded that they will remain under exam conditions throughout. Students will be supervised by invigilators and Exams Officer as closely as possible to ensure that no malpractice occurs.
- Exam candidates will be dismissed first once the all clear has been given and the Examinations Officer will ensure that extra time is given and the exam boards are informed as appropriate.
- Please refer to appendix 2 of the Health and Safety Policy for more details on the fire evacuation procedure.

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APPENDIX 6: Disability Policy (specific to exams)

1 Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre “*recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010[†]. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates...*

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from section 5.4 of the current JCQ publication *General regulations for approved centres*]

This publication is further referred to in this policy as GR.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- ▶ identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- ▶ requesting access arrangements
- ▶ implementing access arrangements and the conduct of exams
- ▶ good practice in relation to the Equality Act 2010

2 The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* *Access Arrangements and Reasonable Adjustments*

This publication is further referred to in this policy as AA.

3 Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- ▶ Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA
- ▶ Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented

Senior leaders

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- ▶ Ensures the quality of the access arrangements process within the centre

Special educational needs coordinator (SENCo)

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- ▶ Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- ▶ Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- ▶ Ensures the assessment process is administered in accordance with the regulations
- ▶ Leads on the access arrangements process to facilitate access for candidates
- ▶ Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
- ▶ If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- ▶ Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- ▶ Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- ▶ Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- ▶ Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- ▶ Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- ▶ Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- ▶ Provide information to evidence the normal way of working of a candidate
- ▶ Conducts appropriate assessments to identify the need(s) of a candidate
- ▶ Provides appropriate evidence to confirm the need(s) of a candidate
- ▶ Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching staff

- ▶ Inform the SENCo of any support that might be needed by a candidate
- ▶ Support the SENCo in determining the need for and implementing access arrangements

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- ▶ (where appropriate) Provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- ▶ Has detailed understanding of the current JCQ publication AA

4 Requesting access arrangements

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Roles and responsibilities

Special educational needs coordinator (SENCo)

- ▶ Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- ▶ information contained in [AA where this may be relevant to the EO role](#)
- ▶ Follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of [AA](#)
- ▶ Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- ▶ Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- ▶ Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- ▶ Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre
- ▶ Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- ▶ Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- ▶ Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- ▶ Ensures that where approval is required that this is applied for by the awarding body deadline
- ▶ Maintains a file for each candidate that will include:
 - ▶ completed JCQ/awarding body application forms and evidence forms
 - ▶ appropriate evidence to support the need for the arrangement where required
 - ▶ appropriate evidence to support normal way of working within the centre
 - ▶ in addition, for those qualifications listed on page 2 of [AA](#) (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- ▶ Presents the files when requested by a JCQ Centre Inspector
- ▶ Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- ▶

Exams officer

- ▶ Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of
- ▶ Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a

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timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)

- ▶ Following the appropriate process (AAO for those qualifications listed on page 74 of AA; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

5 Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication *Instructions for conducting examinations (ICE)*.

Head of centre

- ▶ Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- ▶ Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- ▶

Special educational needs coordinator (SENCo)

- ▶ Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- ▶ Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- ▶ Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- ▶ Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- ▶ Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- ▶ Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ▶ Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- ▶ Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- ▶ Ensures candidates are aware of the access arrangements that are in place for their assessments
- ▶

Exams officer

- ▶ Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)

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- ▶ Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- ▶ Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- ▶ Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- ▶ Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- ▶ Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- ▶ Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- ▶ Ensures the facilitator is known by or introduced to the candidate prior to exams
- ▶ Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- ▶ Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE 7 and 8
- ▶ Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- ▶ Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- ▶ Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- ▶ Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- ▶ Liaises with the SENCo regarding rooming of access arrangement candidates
- ▶ Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ▶ Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- ▶ Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- ▶ Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- ▶ Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam

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- ▶ Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- ▶ Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- ▶ Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
 - prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2 of AA
- ▶ Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- ▶ Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- ▶ Ensures cover sheets are completed as required by facilitators
- ▶ Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment
- ▶ Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- ▶ Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

Other relevant centre staff

- ▶ Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Special educational needs coordinator (SENCo)

- ▶ Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates

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APPENDIX 7: Word Processor Policy

1 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 and Instructions for conducting examinations.

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2017-2018* and ICE to *JCQ Instructions for conducting examinations 2017-2018*.

2 Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

3 Principles for using a word processor

Sir James Smith's Community School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- ▶ Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being 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

(AA 4.2.2)

- ▶ The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- ▶ 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 of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- ▶ The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- ▶ Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

- ▶ 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:

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- ▶ in the classroom (where appropriate); or
- ▶ working in small groups for reading and/or writing; or
- ▶ literacy support lessons; or
- ▶ literacy intervention strategies; and/or
- ▶ in internal school tests/examinations
- ▶ mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

4 The use of a word processor

Sir James Smith's Community School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- ▶ Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- ▶ Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- ▶ Only grants 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)

(AA 5.8.2)

- ▶ Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

(AA 5.8.3)

- ▶ Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- ▶ Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

- ▶ In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- ▶ Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

5 Word processors and their programmes

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Sir James Smith's Community School complies with ICE 8.8 *Word processors* instructions by ensuring:

- ▶ 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
- ▶ an unauthorised memory stick is not permitted for use by a candidate
- ▶ 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
- ▶ 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/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- ▶ 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

6 The criteria used to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

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Exceptions might include where a candidate has, for example:

- ▶ 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

Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.