



# Examination Policy

September 2021 – August 2022

**Governors' Committee Responsible:**  
**Governor Lead:**  
**Nominated Lead Member of Staff:**  
**Status & Review Cycle:**  
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Curriculum & Progress Committee  
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Annually  
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## **Fullbrook Examination Policy 2021-2022**

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Fullbrook policies can be viewed in full here <http://www.fullbrook.surrey.sch.uk/policies/>

## Purpose

The purpose of this examinations policy is:

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

Fullbrook is responsible for ensuring all students have the best possible chances of success in examinations and that students are not disadvantaged by organisational or curricular failures.

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

Fullbrook will follow [Joint Council for Qualifications \(JCQ\)](#) regulations or other relevant awarding body regulations throughout its public exams process.

- JCQ General Regulations for Approved Centres
- JCQ Access Arrangements and Reasonable Adjustments
- JCQ Instructions for Conducting Examinations (ICE)
- JCQ Instructions for Conducting GCSE & GCSE Modern Foreign Languages Listening Examinations
- JCQ Instructions for Conducting Non-examination Assessments
- JCQ Instructions for Conducting Coursework
- JCQ Suspected Malpractice in Examinations and Assessments

The Examinations Policy and all related documentation will be reviewed annually by the Senior Leadership Team (SLT) and the Examinations Officer.

## I. Roles and Responsibilities Overview

### Head of Centre

- Retains overall responsibility for the school as an exam centre, ensuring full compliance to regulations published by the JCQ and awarding bodies.
- Confirms on an annual basis adherence to the latest version of JCQ regulations (Head of Centre declaration). This confirmation is part of the National Centre Number Register (NCNR).
- Confirms on an annual basis that BTEC Centre Engagement Document is accurate.
- Has in place a written escalation process should the head of centre (HoC), or member of the senior leadership team (SLT) with oversight of exam administration, be absent. This can be viewed in Appendix 9.
- Delegates responsibility to the Examinations Officer for the efficient and timely administration of the exam process.

## Examinations Officer

- Operates within JCQ regulations for public exams.
- Informs SLT and relevant staff of JCQ regulations and other examination information.
- Completes/submits the National Centre Number Register annual update by the end of October each year.
- Co-operates with the JCQ Centre Inspection Service ensuring that all examinations venues, paperwork and secure storage facility are available for inspection.
- Supports the Head of Centre by collecting Fullbrook staff Conflicts of Interest declarations annually and ensures any mitigating steps are put in place and records maintained in accordance with JCQ regulations. Ensures that relevant exams boards are informed of any conflicts of interest.
- Advises exam boards of new courses.
- Maintains systems and processes to support the timely submission of exam entries and withdrawals to exam boards.
- Enters candidates under names that can be legally verified and with valid Unique Learner Numbers (ULN).
- Ensures candidates are fully aware of JCQ regulations and the expectations of them during the exam process.
- Ensures JCQ Unauthorised Items and Warning to Candidate posters are displayed in a prominent place for all candidates to see prior to entering the exam room.
- Advises Heads of Faculty to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Manages the communication of NEA marks and internal appeals procedures/reviews of centre marks to candidates.
- Produces and distributes exam timetables.
- Identifies and manages exam timetable clashes.
- Produces and distributes seating plans.
- Ensures that candidates can be identified within the exam room(s) by having in place; candidate desk cards, photographs of students held in main exam room with Lead Invigilator, senior leader and/or year group pastoral team are present when candidates enter examination rooms to complete the process of identifying candidates.
- Applies for EAA modified papers.
- Applies for EAAs not governed by JCQ.
- Provides suitable Exam Access Arrangements (EAA), such as rooming and specialised equipment, for students identified by Special Education Needs Assessor (SENCO) or Special Consideration.
- Receives, checks, tracks and securely stores all exam papers, pre-release material and exam stationery. Briefs other relevant centre staff where they may be involved in the receipt/dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the materials. (Appendix I: Exam paper security)
- Handles encrypted material on day of examination, maintaining security of electronic question paper throughout the downloading, printing and collating process.
- Securely stores completed scripts and organises their dispatch for marking.

- Manages internal/external invigilators, including recruitment, training on line with JCQ requirements and, monitoring to ensure responsible conduct during exams. Works with HR Officer in the recruitment of invigilators to ensure that legislative requirements for safeguarding including Disclosure and Barring Service (DBS) clearance are satisfied. Appoints Lead Invigilator(s) who may also deputise for the exams officer as part of contingency plan.
- Manages exams for Alternative Provision (AP) students.
- Makes emergency (usually broken hands or arms) EAA applications.
- Makes and tracks online applications for special considerations.
- Supports the HoC by ensuring that centre staff understand their role in adhering to the JCQ publication 'Suspected malpractice-Policies and procedures' and collects staff declarations confirming this as part of the process of collecting conflicts of interest. Investigates irregularities and appropriately reports claims of alleged, suspected or actual malpractice or maladministration.
- Manages, in consultation with SLT and Heads of Faculty (HOF) any appeals, reviews of marking requests or malpractice claims.
- Organises dissemination of exam results and certificates to candidates.
- Ensures candidates/parents/carers have a point of contact for all queries relating to exams.
- Accounts for income and expenditures relating to exam costs.

#### Head of Faculty (HOF)

- Inform Examinations Officer of current syllabus information e.g. syllabus codes and component numbers.
- Provide Examinations Officer with exam entry information before the appropriate deadlines.
- Check entry information provided by Examinations Officer and promptly report discrepancies and required changes.
- Inform Examinations Officer immediately of entry amendments or late entries.
- Ensure all students are given notification of non-timetabled/practical assessment dates and advise the Examinations Officer of these dates.
- Provide Examinations Officer with details of coursework and Non Examined Assessment dates in line with the Fullbrook policy and processes of informing students of their centre assessed marks.
- Collate/submit to exam board copies of coursework marks as prepared by Heads of Department.
- Ensure necessary coursework/assessment documentation is completed and submitted on time via the Examinations Office and in accordance with JCQ guidelines and the Fullbrook Non Examined Assessment Policy and processes.
- Inform Examinations Officer of any anomalies regarding coursework/assessment.
- Ensure safe storage of coursework on return from moderator.
- Are involved in post-results procedures.

### Senior Leaders (SLT)

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications.
- Ensure that staff undertake key tasks as detailed in this policy, in accordance with JCQ regulations, within the exams process and meet internal deadlines regarding exams.
- Ensure teaching staff keep themselves updated with exam board subject and teacher-specific information to confirm effective delivery of qualifications (including attendance in relevant exam board training/update events).
- Ensure appropriate internal moderation, standardisation and verification processes are in place.
- There is a member of SLT with responsibility for examinations.
- Senior Leader (or HOL) is present at the start of examinations as part of the process for identifying candidates.

### Head of Learning (HOL), Tutors and Teachers

- Ensure that they and their teams undertake key tasks as detailed in this policy, in accordance with JCQ regulations, within the exams process and meet internal deadlines regarding exams.
- Ensure that they keep themselves updated with exam board subject and teacher-specific information to confirm effective delivery of qualifications (including attendance in relevant exam board training/update events).
- Work with SENCO to establish 'normal way of working' for students who require Exam Access Arrangements (EAA), and provide supporting evidence from relevant subject area.
- Ensure EAAs are applied appropriately to coursework and controlled tasks.
- Provide any exam /coursework information required by the Head of Faculty.
- Provide guidance to candidates regarding exam entries or amendments to entries.
- Prepare candidates for the exam, including their responsibilities during exam.
- Assist in getting candidates into exam room in the appropriate manner. A member(s) of the year group team (and/or senior leader) assemble students outside the exam room / assist with students entering the exam room as part of the process for identifying candidates.
- Inform Examinations Officer of cases of special considerations as soon as possible.
- Securely keep returned coursework/controlled assessments under exam conditions to support applications for special considerations until enquiry about results (EAR) or appeals has passed.

### Special Education Needs Assessor (SENCO)

- Complies with 2010 Disabilities Act and JCQ Regulations.
- Identifies candidates requiring Exam Access Arrangements and arranges appropriate testing to be carried out by the Centre's Specialist Assessor, during Year 9 or later.
- Specialist Assessor makes the applications for EAA by deadline dates.

- Informs Examinations Officer of required access arrangements, including exam adapted word processors (wp) where use of a wp is the student's normal way of working.
- Keeps detailed files ready for JCQ inspections.

### Lead Invigilator/ Invigilators

- Know and follow JCQ regulations for conducting examinations at all times.
- Attend regular training sessions.
- Understand the emergency evacuation procedure related to exams.
- Assist in transportation of exam material to/from Examinations Office before/after exam and lay out exam rooms.
- Open and distribute exam papers and other materials to candidates. Two members of the exam staff must check the day, time, subject and component/tier before a question packet is opened and complete the 'Second Pair of Eyes' JCQ paperwork.
- Ensure there is a working clock (2 in Sports Hall) that is visible to all candidates.
- Display full (long) date, centre numbers, exam name and length, start and finish (including extra time) details on whiteboard.
- Maintain a fully annotated Seating Plan.
- Know the whereabouts and nature of candidates with EAAs.
- Read erratum notices and start / end examinations under the JCQ regulations.
- Supervise candidates in a quiet unobtrusive manner, including those that need to leave the exam room during an exam.
- Respond to candidates' queries and refer as necessary to the Lead Invigilator and the Examinations Officer.
- Report any instances of suspected malpractice to the Examinations Officer.
- Record any incidents that occur in the Exam Room Incident Log.
- Collect exam papers in correct order at the end of the exam, complete Attendance registers and return exam materials to Examinations Office.
- Supervise clash candidates between exams.
- Dismiss candidates from exam room in the appropriate manner ensuring exam conditions are maintained.

### Candidates

- Check exam timetables / statements of entry to ensure their personal details (including legal name and date of birth) and entries (including all components and tiers) are correct, and inform the Examinations Officer of any changes required.
- Immediately refer any queries to teachers, tutors or the Examinations Officer.
- Understand coursework/assessment regulations, complete work by deadlines given and sign a declaration that authenticates the coursework/assessment as their own.
- Understand JCQ regulations and the expectations of them during the exam process.
- On the day of the exam, arrive at stipulated time, before the scheduled start time of exam.

- Inform school of any difficulties attending exams, such as unexpected late arrival on the exam day, absence or disadvantage on the exam day due to illness or personal misfortune.
- Bring all the required equipment to the exam.
- Ensure personal conduct in accordance with stated exam conditions.

## **2. Statutory Tests, Examinations and Qualifications Offered**

The statutory tests and qualifications offered at Fullbrook are decided by the Head of Centre and Senior Leaders. Decisions on which subjects and associated exams a candidate should take will be made in consultation with the candidate, parents/carers, SENCO, Subject Teachers, Heads of Department and Heads of Year.

The general and vocational qualifications offered include:

- GCSE
- GCE AS/ A Levels
- Cambridge Technicals
- Cambridge Nationals
- VTCT (Hairdressing and Beauty)
- NCFE (Sport)
- Entry Level Awards/Certificates
- Functional Skills
- Extended Project Qualification (AQA)

For vocational qualifications, this policy should be read in conjunction with the Fullbrook Vocational Qualifications Assessment Policy (available in Appendix 10).

Exams Boards used:

- [AQA](#)
- [Pearson Edexcel](#)
- [OCR](#)
- [WJEC Eduqas](#)
- [VTCT](#)
- [NCFE](#)
- [Cambridge Assessment International Education \(CAIE\)](#)



## Exam timetables

External exams are scheduled in:

- October GCEs (2020 and 2021 only) and Entry Level Certificate in Maths (on demand testing 3 times per year).
- November 2021 GCSEs (including re-takes for GCSE Maths and English Language) and Cambridge Assessment Tests for University Entrance Exams.
- January (Cambridge Technicals, Cambridge Nationals, BTECs, Hair & Beauty VTCT, Entry Level Certificate in Maths (on demand testing 3 times per year)).
- April Entry Level Certificate in Maths (on demand testing 3 times per year).
- May/June (Summer exam series) – dates to be confirmed.
- Vocational paper-based / online tests may be on demand throughout the year.
- November, February & April (UKMT Maths Challenges).

The exam board publish which exams are available during each series. Head of Faculty (HOF) will decide which exam series to enter candidates for and which academic tier students will take (Foundation/Higher). This information should be passed to the Examinations Officer before the appropriate deadline. Once final exam timetables are available from the exam board, the Examinations Officer will produce and distribute these.

Internal exams/assessments are scheduled in:

- Autumn term: Year 13 Assessments, Year 11 mock examinations. September (Year 7 baseline tests).
- Spring term: Year 12 Assessments, Year 13 mock examinations and Year 11 core mock examinations.
- Summer term: Year 9 core subject tests. Year 10 Assessments, Year 12 entry into Year 13 Assessments.

### **3. Exam Contingency Plan**

The full exams contingency plan can be viewed in Appendix 2. The Covid-19 Contingency and Exam Adaptations plan can be viewed in Appendix 7.

### **4. Complaints Policy**

All complaints should follow the GEP Complaints Policy and Procedures.

Linked Policies: [Athena GEP Complaints Policy](#)

Complaints forms: <https://www.athena-gep.co.uk/971/complaints>

### **5. Data Protection & Privacy**

Linked Policies: [GEP Data Protection / Privacy Notice](#)  
[Athena GEP Freedom of Information Policy](#)

## **6. Safeguarding/Child Protection Policy**

Linked Policy: [Fullbrook School Child Protection & Safeguarding Policy \(Athena GEP Child Protection and Safeguarding Policy 2021-2022\)](#)  
[Covid-19 addendum to Safeguarding Policy](#)

## **7. Equalities Policy & Exam Access Arrangements**

Fullbrook complies with the 2010 Equalities Act. Observation from subject teachers and evidence from internal exams reinforces the diagnostic testing carried out by the Educational Psychologist.

Factors which might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- Persistent distractibility or difficulty concentrating;
- Difficulty understanding and following simple verbal instructions;
- Physical impairment-for example, difficulty operating a computer because of physical restrictions of using a keyboard.
- Visual impairment.

### Students on Alternative Provision (AP)

- Fullbrook will endeavour to enable students to be entered for as many qualifications as the student is able to sit. Alternative qualifications will be sourced where extended periods out of the education environment prohibit entry for public examinations.
- Entry to public examinations is decided prior to the final exam board entry deadlines. Decisions on which examinations an AP student should be entered for are made in discussion between: the classroom teachers; HOF; the AP team and provider; the student; parent/carer. Where the examinations will be sat and invigilator requirements will be decided at the same time.
- Students receiving AP have the same opportunity to apply for Exam Access Arrangements (EAA) with the same requirements for testing and evidence of every day practice in lessons as full time students. Applications for EAA need to be submitted as early as possible to enable processing of requests to take place prior to the public examination period (May-July).
- Students who cannot attend school for public examinations will be provided with an external invigilator to sit the examination off site. There will be a document identifying a further adult who must be present. This will be organised by the AP team and Examinations Officer.

## Access Arrangements

SENCO identifies candidates requiring Exam Access Arrangements and arranges appropriate testing by the Educational Psychologist.

The Specialist Assessor will:

- Conduct relevant testing to establish need.
- Ensure Data Protection notices are signed by students to permit sharing of personal information with exam boards.
- Collect and store supporting evidence of need and proof of regular way of working for access arrangements from teaching staff.
- Complete relevant documentation.
- Process applications with Access Arrangements Online, or if necessary, write applications to appropriate exam boards by exam board deadlines.
- Ensure EAA records are available for inspection by JCQ Centre inspectors.
- Inform the Examinations Officer of candidates who require modified papers and which modifications are required.
- Before the main exam series, have written agreement from students/parents for exam concessions that have been granted.

The Exams Officer is responsible for emergency EAAs needed for a physical disability.

## Word Processor Policy

A separate policy and statement can be viewed in Appendix 3.

## Special Considerations

Special Considerations can be submitted for:

- Candidates who are present for assessment but disadvantaged by illness or misfortune
- Candidates who are absent for a timetabled component/unit for acceptable reasons

The Examinations Officer is responsible for ensuring that applications for Special Consideration are made to the appropriate awarding body, as soon as it is known that this is required. All applications must be made by the deadline imposed by awarding bodies.

Candidates are responsible for informing the Centre of any factors preventing the candidate from attending an exam, any factors which may affect or may have affected the candidate's performance during an exam. Centre staff notified of such cases must inform the Examinations Officer immediately.

Medical evidence from a professional may be required to support an application for Special Consideration, if it is due to health needs, particularly if a candidate is absent for an exam. If a candidate is ill at the time of their exam, the Examinations Officer, where possible, will endeavour to provide access arrangements as appropriate.

All applications for Special Considerations must be supported by signed evidence produced by a member of the senior leadership team and such evidence will be retained until after the publication of results and close of appeals.

Linked Policies: [Accessibility Plan \(December 2018 – December 2021\)](#)

[Equality Policy](#)

[SEND Policy November 2020 – November 2021](#)

Word Processor Policy October 2021 – October 2022(Appendix 3)

## **8. Entries, Late Entries and Private Entries**

### Entries

- Subject teachers and HOFs will decide which candidates to enter for exams and, if relevant, at which tier. Details of this must be submitted to the Examinations Officer within the deadlines given.
- All school entries will be collated by the Examinations Office. Subject teachers and HOFs will be required to check these entries by the given deadlines.
- Late entries incur penalty fees.

### Private Entries

Fullbrook accepts private entries from external candidates who are ex-Fullbrook students. An administration charge will be levied against the candidate in addition to the cost of each exam component/qualification fee(s). Candidates may also be required to pay additional invigilation fees.

## **9. Exam Fees**

Fullbrook will pay all normal exam fees on behalf of internal candidates. “Normal exam fees” are one GCSE or GCE entry per candidate per subject they are taught at the centre. Fullbrook will pay late entry or amendment fees resulting from changes requested by teaching staff.

Candidates may be liable for fees resulting from entries or changes to entries which are against the advice given by the Centre and result in additional fees or where Candidates have not met the appropriate deadlines. Candidates will be charged the full qualification fee if they do not attend all examinations without authorisation from the Examinations Office (in conjunction with SLT).

Candidates will not be charged for withdrawals or amendments made by the proper procedures provided these are made within the time allowed by the awarding bodies.

The Centre will pay for the November resits in GCSE English and Maths where students have not achieved the required grade four or above. Following guidance issued by government and Ofqual, Fullbrook will pay for entries for the Autumn 2021 additional public exam series providing that candidates meet the terms and conditions of entry.

## **10. Irregularities and Suspected Malpractice in Examinations and Assessments**

(See Appendix 4)

This Centre will follow and adhere to the JCQ or other exam board Suspected Malpractice in Examinations and Assessments Policies and Procedures. Full details contained in Appendix 4.

The Head of Centre ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation.

### Managing behaviour in the exam room

Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification.

The invigilator must record what has happened in the exam room incident log book. All incidents or irregularities (for example but not limited to; late/very late arrival, suspected malpractice, candidate illness or needing to temporarily leave the exam room, disruption or disturbances in the exam room, emergency evacuation).

The head of centre has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room.

Students of Fullbrook/Internal candidates also adhere to the Fullbrook Conduct Policy <https://www.fullbrook.surrey.sch.uk/wp-content/uploads/2021/10/Code-of-Conduct-Policy-September-2021.pdf>

## **11. Managing Invigilators and Exam Days**

### Managing Invigilators

- The Examinations Officer is responsible for recruiting new invigilators and (with HR) for ensuring that they complete and provide the necessary documents for a Disclosure & Barring Service (DBS) application. The associated fee is paid by the Centre.
- All Invigilators will undertake regular training, including Safeguarding, which must be documented for JCQ inspection.
- Invigilators must work once every 12 weeks to maintain an active DBS with Fullbrook.

### Exam Days

- The Examinations Officer will source all venues suitable for exams.
- Candidates requiring access arrangements will be roomed accordingly to the guidelines as set out by the JCQ.

- The Examinations Officer will inform the Premises team of venues required, dates and provide seating plans.
- Premises team is responsible for the setting up desks and chairs for exams.
- The Examinations Officer will make question papers, exam stationery and any other materials required available to the Invigilating team for distribution to candidates.
- For the purposes of identifying candidates within the examination room named photos of all internal candidates will be held in the main exam room. Any external candidates must present photographic identification and display this on their exam desk. Fullbrook 6 candidates must display their student ID card on their exam desk. A member(s) of SLT or HOL will also be present at the start of each exam to identify candidates as part of this process.
- The Examinations Officer will ensure there are sufficient trained invigilators to conform to JCQ regulations.
- Invigilators must sign the “Second Pair of Eyes” check in accordance with the JCQ regulations, before opening exam packets.
- Teaching staff may be present before start of the exam, but must leave before rubric is read. Teaching staff must not read exam papers nor remove exam papers from the exam venue. Senior members of centre staff approved by the HOC and who have not taught the subject being examined may be present at the start of the examination(s) in accordance with the JCQ ‘The People Present in the Examination Room’ documentation.
- All staff must declare any conflicts of interest prior to exam season(s) and sign a Conflict of Interest and Confidentiality declaration. Invigilators are also required to declare any conflicts of interest on the master seating plan for the exam.

The JCQ Centre Inspection Service and awarding body representatives may visit centres during exams to carry out permitted inspections. In doing so, they are authorised to enter the exam room and question Centre staff and Invigilators on exam arrangements.

## **12. Candidates and Candidates with Exam Clashes**

### Candidates

- Candidates are expected to comply with the Centre’s rules regarding dress and behaviour.
- This Centre follows JCQ guidelines regarding conduct during exams. Candidates who are disruptive may be subject to penalties or sanctions with the awarding bodies.
- The Centre will make JCQ documentation and information for candidates available on their website and remind candidates it is their responsibility to be familiar with, understand and adhere to the regulations.
- Candidates are responsible for bringing any equipment required to complete the exam. The Centre will only supply exam board materials.
- Candidates are not permitted to have on them any unauthorised items such as, but not limited to, calculator case and instructions leaflets, mobile phones, watches, MP3/4 players or other internet enabled technology. Unauthorised items brought into the exam room must be handed in to an invigilator.

- Personal belongings remain the responsibility of candidates and the Centre accepts no liability for their loss or damage.
- Candidates are only permitted to leave exam room for genuine purposes and must be appropriately supervised. Candidates who leave the exam room are not permitted to have contact with anyone outside of the exam room or have access to any unauthorised items. Early unauthorised leave may constitute malpractice.
- The candidate is responsible for ensuring they know which exams they have been entered for and when the exam is scheduled.
- Candidates who arrive late for an exam will be handled in accordance with JCQ guidelines. Candidates will be allowed the full time for the exam. However, the awarding body has the right not to accept the script. In making their decision the awarding body will consider the extent to which the security of the exam can be guaranteed.
- Candidates who are absent from an exam due to illness will need to provide a Doctor's note/letter and/or complete JCQ Form.
- Private candidates must always sign in at Reception and be escorted whilst on the premises. External candidates must show valid photographic identification and display this on their exam desk.
- Fullbrook 6 candidates are required to display their F6 photo ID card on their exam desk for identification purposes.

### Candidates with Exam Clashes

The Examinations Officer is responsible for making arrangements for supervising candidates required to take an exam at a different time to other candidates. Candidates will be advised of the arrangements individually by the Examinations Office.

Where the length of clash exams (including extra time or permitted rest breaks) is 3 hours or less, exams take place in the timetabled session with a minimal supervised break between. Exams exceeding 3 hours may take place in a different session. The student remains under full supervision at all times and must follow the instructions given by the examinations office in relation to their exam clash(es) arrangements. In exceptional circumstances, this may include overnight supervision arrangements.

## **13. Coursework, Controlled Assessment, Non Examination Assessment**

### Coursework

- Candidates required to prepare coursework must do so by the deadline imposed by the subject teacher.
- Heads of Faculty/Department and Subject Leaders are responsible for ensuring coursework is completed according to exam board's instructions and JCQ regulations.
- The Examinations Officer is responsible for forwarding to Heads of Faculty/Department any correspondence received from awarding bodies relating to coursework.

- Heads of Faculty/Department must follow the internal procedures for issuing marks to students and inform the Examinations Office of all key dates in the process within the required timeframe.
- The Examinations Officer is responsible for communicating centre assessed marks to students and managing the process of internal reviews in accordance with the 'Review of Marking of centre assessed marks for GCE and GCSE Non-Examination Assessment Policy 2021-22'.
- Heads of Faculty must provide copies of marks and mark schemes for all internally assessed work to the Examinations Officer.
- Heads of Faculty must ensure all coursework is dispatched on time and a record of posting obtained. A record must be kept of what is sent, when and by whom.
- Cases of suspected malpractice will be investigated by Heads of Faculty/Subject Leaders/Examinations Officer in accordance with JCQ regulations. (See Appendix 4.)

### Non -Examination Assessment

Non-examination assessment applies control over internal assessment at 3 points - task setting, task taking and task marking.

#### Responsibilities

- Head of Centre, Examinations Officer and relevant teaching staff to be familiar with and adhere to JCQ Instructions for Conducting Non-Assessment Assessment.
- Subject leaders to obtain confidential tasks, and make arrangements for the security of non-examination assessment materials.
- Subject leaders to ensure they use the correct task for the year of submission.
- SENCO to test and apply for EAA.
- Subject leaders to supervise assessments using the correct Access Arrangements and at the specified level of control.
- Subject staff may supply general feedback and allow students to redraft work but may not supply model answers or answer frameworks.
- Subject staff to retain work securely between assessment sessions.
- Students and subject staff to complete authentication forms on completion of the assessment.
- Subject staff to mark assessments using awarding body mark schemes. Annotation should be used to provide evidence to indicate how and why marks have been allocated.
- HOFs to ensure appropriate standardisation occurs.
- The Examinations Office will manage the communication of issuing marks to students in accordance with JCQ regulations and the 'Review of Marking for Non-Examination Assessment Policy 2021-22'. When issuing centre assessed marks to students it is made clear that the external moderation process may result in changes to marks. The



date for this will allow sufficient time for an internal review of marking, if requested, prior to submission of marks to the examination board.

- Subject staff to enter marks on awarding body exam sites.
- Subject staff to submit samples where required by the exam boards in accordance with JCQ regulations and exam board guidance and in conjunction with / via the Examinations Office.
- The Centre adheres to the Non Examination Assessment policy where internal assessment is the only valid means of assessing essential knowledge/ skills that cannot be tested by timed written papers.
- Teaching staff are aware of and meet the requirements in terms of retention of NEA/coursework and subsequent disposal of candidates' work.

Linked Policies:           Review of Marking of centre assessed marks for GCE and GCSE Non-Examination Assessment Policy 2021-22 (Appendix 5)  
                                  Internal Appeals Procedure / Policy (Appendix 6)

#### **14. Results, Summer Season Results, Post Results - Enquiries about Results (EAR), Access to Scripts (ATS) and Appeals**

##### Results

The Examinations Officer is responsible for:

- Informing candidates of the Centre's procedure for issuing results for each examination series.
- Ensuring Centre receives results on scheduled day. There will be an early results embargo on all staff except for Examinations Officer, Head of Centre (and SLT with examinations responsibility), Data Manager and IT Network.
- Reviewing results for completeness and preparing for distribution to appointed Centre staff and candidates.
- Investigating any issues relating to results.

Exam candidates will be informed in writing in advance of the arrangements for results days.

##### Enquiries about Results (EAR)

A number of EARs services are available. It is the responsibility of the Examinations Officer to inform Centre staff and candidates what services are available and their associated deadlines and cost. The JCQ post-results services currently available are detailed below.

##### Reviews of Results (RoRs):

- Service I (Clerical re-check)
  - This is the only service that can be requested for objective tests (multiple choice tests)

- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)
  - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications). For use where a university/college place is pending.
- Service 3 (Review of moderation)
  - This service is not available to an individual candidate

#### Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning
  
- Centre staff or candidates may request EAR if there are reasonable grounds for believing there has been an error in marking. A request for EAR must be immediately passed to the Examinations Officer in accordance with the deadlines published by the JCQ.
- Candidates seeking an EAR must request this in writing (using the appropriate form) and provide the full cost of the service to the Centre before the Centre can process the request with the relevant awarding body.
- Candidates will be informed should the centre not support their request for a review or other EAR service. In this instance, candidates may follow the Internal Appeals Procedure.
- Before an individual EAR is submitted to the awarding body, the candidate must provide written authorisation to request the review as grades can be affected and adjusted upwards or downwards. Candidates must accept the EAR outcome.
- Signatures are not required for a full cohort controlled assessment review of marking.
- The result of an EAR is communicated by the awarding body to the Centre and the Centre will inform the candidate.
- Candidates will be informed about the appeals processes for the specific exam board at the point of issuing EAR outcomes.
- All changes to results will be reflected on the various school systems.

#### Access to Scripts (ATS)

- Staff and candidates are able to request access to scripts – either online or a photocopy or an original. All requests require the student's written consent and must be made by the Examinations Office.
- The candidate will be liable for any charges for ATS if teaching staff do not have a need for the script to be returned.
- Centre staff may request scripts for teaching purposes. The candidate must provide written consent. Personal details must be removed before the script may be used. The cost for ATS for teaching and learning purposes will be passed to the requesting Faculty.

- Scripts which are subject to an EAR will not be sent to the Centre until after the enquiry is complete.
- Scripts, no longer required by the Centre, must be destroyed securely.
- If a candidate has requested the return of an original script a review of marking cannot be made.
- The Edexcel exam board provide access to scripts online to staff with permission to use Script Viewer. There is no charge for this service but the student must provide written consent for the script to be accessed or downloaded. All other clauses apply as above.

### Appeals against RoR Outcomes and the Internal Appeals Procedures

This procedure should be used for appeals against the centre's decision not to support a clerical re-check, review of marking, review of moderation or an appeal.

In the first instance following the issue of results, candidates should follow the procedures outlined for EAR and post-results services using the appropriate form(s) for EAR requests. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams office. Candidates are informed of the arrangements for post-results services and the availability of senior members of centre staff prior to the publication of results.

Fullbrook will consider each request for EAR individually based on (but not limited to); the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, exam scripts and correct application of the mark scheme, to determine if the centre supports any concerns. In cases where the centre do not believe that there are grounds for EAR, candidates will be informed.

Where a candidate disagrees with a centre decision not to support a request for EAR (clerical re-check, a review of marking or a review of moderation), the centre will:

- For a review of marking (RoR priority service 2), advise the candidate he/she may request the review by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre.
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of his/her script (except in instances where this subsequently prohibits a request for RoR) to support a review of marking by providing written permission for the centre to access the script (and any required fee for this service) for the centre to submit this request.
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request.

- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 10 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of his/her internal appeal before the internal deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or 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 7 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). 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.

## **15. Security of Exam Materials**

Full details are contained in Appendix I

## **16. Certificates**

- Candidates are informed that all results are provisional until the issue of certificates, which are the only proof of final grades.

- For the summer series, certificates are dispatched by awarding bodies to arrive at the Centre by the end of November, for distribution from December.
- For students returning to Fullbrook, certificates will be available during a collection window from the F6 building. Appointments may be necessary and students should check the exams page of the school website for full details. A signature of receipt will be required.
- Ex-students will be able to collect examination certificates during a designated collection period. The Examinations Office will publish full details on the exams page of the school website. Candidates will be asked for proof of identify before certificates will be released. Alternatively, candidates can nominate another individual to collect on their behalf, again proof of identify will be required. If students would like certificates posted, a charge of £5 is payable for these to be sent by recorded delivery. All requests for alternative arrangements for certificates should be communicated to the Examinations Office in advance and using the appropriate form.
- For Autumn and Winter exam series, candidates will be informed by email when their certificates are ready, together with arrangements for collection. Internal candidates may also choose for the exams office to retain their certificates until the end of year 11 or 13 so they may collect them with their other summer series certificates from the December of that year.
- Certificates issued before the result of an EAR requiring re-issue, due to a change in grade, will be replaced without charge by awarding body. The original certificate will need to be returned to the Examinations Office for forwarding.
- Lost certificates will only be replaced if the candidate agrees to pay the cost incurred. It is the candidate's responsibility to initiate replacement certificates directly with the exam boards. Some exam boards do not issue replacements and may only be able to provide a Certifying Statement of Results. Where it is proven the Centre has mislaid a certificate, the Centre will be liable for the cost.
- In the case of lost certificates the Examinations Office can provide a letter confirming exam boards and grades which may be acceptable to employers and most further education establishments.
- The Centre must retain any uncollected certificates for one year after which they may be securely destroyed.

## **17. Emergency Planning**

### Emergencies during the Exam

- In the event of an emergency during an exam requiring candidates to leave the exam room e.g. a fire alarm, candidates should follow the instructions of the invigilating team.
- Invigilators are responsible for leading candidates out of the building to the designated assembly point. Exam materials and personal belongings must be left in the exam room.
- The lead invigilator must take with them the exam room register so it is known which students are present.
- Candidates must remain under exam conditions and invigilators must supervise candidates as closely as possible to prevent any discussion about the exam.

- Candidates who fail to follow instructions of invigilators may not be allowed to complete the exam or may have subsequent work disregarded.
- Invigilators must record time of the incident and its duration. Candidates are allowed the full working time set for the exam.
- When permitted back into the building invigilators are required to settle candidates as quickly as possible. Candidates must record on their scripts the point at which the interruption occurred.
- The Examinations Officer prepares a full report of incident and action taken. This is retained on file and will only be disposed of after all EAR are completed. Where applicable the Examinations Officer will apply for special consideration.
- Where an exam cannot continue due to a major incident the Centre's Examinations Contingency Plan will be followed.

### Major Incidents affecting Exams

In the event of an incident, whether limited to the Centre or not, e.g. a viral outbreak within the Centre or a pandemic outbreak, the Centre will follow guidance provided by the Department for Education (DfE) together with relevant JCQ and Centre Policies. The JCQ have a designed summer exam contingency day.

This policy will be reviewed annually. Date of next review October 2022.

Linked Policy:           Emergency Evacuation Policy – Exams (Appendix 8)  
                                   Covid-19 Contingency and Exam Adaptations (Appendix 7)

## **Appendix I: Exam Paper Security**

- Confidential materials are only handed over to those authorised by the head of centre.
- Access to the secure room and secure storage facility is restricted to the authorised two to six secure keyholders and staff names and approved by the head of centre are accompanied by a keyholder at all times.
- The examinations office has a process in place and maintains records to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre.
- The integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers)
- At point of delivery, envelopes and parcels are signed for by Reception staff who enter details in the tracking book. Reception alert Examination Office (and contact Premises for larger deliveries) to arrange transport to the secure area. A second signature is required.
- Teaching staff and assessors adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential.
- The Examination Office is the Centre's secure area. There are solid bars on the window and an alarm system. It has a solid door with a mortise lock. Keys will be stored in a key safe when not in active use by the examinations staff. Only authorised secure key holders can access the key safe.
- The only work that may be carried out in the Examinations Office relates to examinations.
- Contents of boxes are checked against the dispatch advice and stored in date/session order inside barred and locked cabinets which are bolted to the walls at the rear of the Examinations Office. Only the Examinations Officer has access to these secure cabinets.
- Only live question papers and completed scripts awaiting despatch are stored in these secure cabinets. Past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage cabinets.
- Mock examination papers are kept in the secure room (exams office) but not in the secure store cabinets.
- Examination stationery, e.g. answer booklets and formula booklets are stored in the secure room.

- A “second pair of eyes” is needed to check exam details, date and time before question paper packets are opened. Two signatures are required.
- Packaged scripts are recorded in the Examinations Despatch Log and taken to Reception prior to collection by Parcel Force Exams Department.

## **Appendix 2: Fullbrook Exams Contingency Plan**

### **Aims of the Fullbrook Contingency Plan**

This plan examines potential risks and issues that could cause disruption to the exams process at Fullbrook. 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 **Ofqual** Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the **JCQ** Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

This plan also confirms Fullbrook is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2021-22) 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. The examination contingency plan reinforces procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system affecting significant numbers of candidates across several awarding organisations.

The plan will be implemented in the event of major disruption to the system, such as but not limited to; widespread illness, travel disruption, bad weather, power failures or circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

The priority when implementing contingencies will be to:

- deliver assessments to published timetables
- make entries to published deadlines
- deliver results to published timetables
- comply with JCQ regulatory requirements

In the event of major disruption, communication is a key factor in ensuring an effective and consistent response across the parties involved. This includes communications between the awarding bodies and stakeholders such as candidates, parents/carers, and possibly the public.

When producing the exams contingency plan and Covid-19 contingency (Appendix 7) the following guidance has been taken into consideration:



### 1.1 Covid specific guidance:

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

### 1.2 General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office and the government website  
<https://www.gov.uk/government/publications/crowded-places-guidance/bomb-threats>

<https://www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan/>

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

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

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

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

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

## GOV.UK

Emergency planning and response: Severe weather; Exam disruption

[www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)

Opening and closing local-authority-maintained

schools [www.gov.uk/government/publications/school-organisation-maintained-schools](http://www.gov.uk/government/publications/school-organisation-maintained-schools)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

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

## National Counter Terrorism Security Office

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

### Disruption of teaching time – centres are closed for an extended period

#### Criteria for the implementation of the plan

- Fullbrook is closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning. Guidance on emergency planning, with advice is available on the [Department for Education website](#)

#### Actions

- Where Fullbrook has to close and this is known in advance, teachers will set work for completion during the closure.
- Where Fullbrook has to close and this is not known in advance, students may be prepared for examinations through the remote learning platforms, website and email. For those families without internet connection, teachers will set work which will be sent home via Reprographics and Reception. Parent/carer will return work to Reception for distribution to teachers so assessment can continue as usual.
- A copy of the latest Remote Learning Plan can be viewed here [http://www.fullbrook.surrey.sch.uk/wp-content/uploads/2020/09/Remote-Education\\_FullbrookWebV01.pdf](http://www.fullbrook.surrey.sch.uk/wp-content/uploads/2020/09/Remote-Education_FullbrookWebV01.pdf)

### Centres are unable to open as normal during examination periods

#### Criteria for implementation of the plan

- Fullbrook unable to open as normal for scheduled examinations. The responsibility for deciding whether it is safe for a centre to open lies with the head of centre. The head is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.
- A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.

#### Actions

- Fullbrook to open for examinations and examination candidates only, if possible.
- Fullbrook to use alternative venues in agreement with relevant awarding organisations.

- In the event of centre closure(s) Fullbrook will use alternative sites within the Athena GEP academy trust. Arrangements will be made directly with individual schools within the MAT and the Estates Team.
- Examinations Officer will use the Central Admin Portal (CAP) for Alternative Site Arrangements.
- Examination Office to apply to awarding organisations for Special Consideration for candidates where they have met the minimum requirements.

### **Candidates unable to take examinations because of a crisis - centres remain open**

#### Criteria for implementation of the plan

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

#### Actions

- Fullbrook to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations and JCQ guidance on alternative site arrangements.
- Examinations Officer to apply to awarding organisations for Special Consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.

### **Extended absence of Examinations Officer during the planning stage**

#### Criteria for the implementation of the plan

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
- Exam key dates not produced identifying essential key tasks, dates and deadlines for input into Curriculum plans.

#### Actions

- Lead Invigilator(s) act as Assistant Examinations Officer with support from Senior Leadership Team (SLT).
- HOF to collate data (course specifications, QANs, discount codes) and Data Manager to implement changes on SIMs prior to census.

### **Extended absence of Examinations Officer during the entry stage**

### Criteria for the implementation of the plan

- Exam basedata not imported into Exams Organiser.
- Awarding bodies not receiving estimated entries which trigger pre-release material.
- Awarding body deadlines missed incurring penalty fees.
- Candidates not being entered with awarding bodies for external exams, assessments and coursework/NEA.
- Incorrect personal data for examination candidates, incorrect tiers of entry or missing entries.

### Actions

- Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- Data Manager or Network Office to implement download.
- Examinations Officer to have remote access to SIMs and A2C for file transfers.
- Tutors to ensure candidate personal data is accurate.
- SLT liaise with Examinations Officers at GEP.
- HOF or Subject Leader to make entries via individual awarding body sites.

## **Extended absence of Examinations Officer during the pre-exam stage**

### Criteria for the implementation of the plan

- Sufficient invigilators not recruited and trained.
- Exam timetables, room allocation, seating plans and invigilation schedules not prepared.
- Examination material not stored under secure conditions.
- Internal assessment marks and samples not submitted to awarding bodies and moderators.
- Insufficient quiet exam rooms or exam equipment (desks, chairs, clocks, notices).
- Candidates not briefed on exam timetables, statements of entry and awarding body/JCQ information for candidates.

### Actions

- Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- SLT to liaise with Examinations Officers from GEP
- HOFs to make entries via awarding body websites.
- HOLs to brief candidates.
- LSAs and other available support staff to undertake invigilation training in the event of shortfall of invigilators.

## **Extended absence of Examinations Officer during exam time**

### Criteria for the implementation of the plan

- Processes for secure materials not carried out according to regulations.
- Exams and assessments not undertaken according to JCQ regulations. JCQ inspection will reveal inadequacies and may remove centre status.
- Exam Access Arrangements incorrectly implemented.
- Required forms and reports not completed (very late arrivals, suspected malpractice, special consideration)

### Actions

- Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- SENCO to oversee implementation of Access Arrangements during written or online exams

## **Extended absence of Examinations Officer during the results and post-results stage**

### Criteria for the implementation of the plan

- Access to results and subsequent distribution to students.
- Facilitation of post-results services.
- Certificates not recorded, distributed or made available for collection.

### Actions

- Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.
- Network Office and Data Manager to download results.
- HOLs or tutors to arrange distribution of results to students where required.
- Once student's permission is given, HOFs to apply for and distribute post-results outcomes, where required.

## **Absence of Examinations Officer for other exams and results enquiries**

### Criteria for the implementation of the plan

- Year 7 baseline tests outstanding.
- University assessment tests outstanding.
- Year 9 Maths Awards outstanding.
- Year 9-13 mocks outstanding.
- Online vocational tests outstanding.
- Ex-students have mislaid results needed for further education or employment.

### Actions

- Lead Invigilator(s) act as Assistant Examinations Officer with support from SLT.

- HOLs to plan and organise all aspects of internal exams.
- Fullbrook 6 to organise and maintain security of University assessment tests.
- Vocational qualification teams to enter and run vocational –online tests.
- Maths Department to oversee entry via awarding body website and organisation of Year 9 Maths Awards.
- Head of Year 11 or Fullbrook 6 to write letter confirming results.

## **Absence of SENCO at key points in the exam cycle**

### Criteria for the implementation of the plan

- Candidates not assessed to identify potential access arrangements.
- Evidence of need/normal way of working not collated.
- Approval of Access Arrangements not applied for to the awarding body.
- Modified paper requirements not identified to enable ordering to meet external deadlines.
- Insufficient records to satisfy awarding body requirements.
- SEN staff providing support to Access Arrangement candidates not arranged for exam rooms.

### Actions

- Teachers, Learning Support and Exams Office to work with SLT to identify students where Access Arrangement applications may be required.
- Testing to be done by outside agency or another SENCO from the MAT.
- Invigilators trained to provide support.
- Access Arrangement paperwork subject to awarding body inspection.

## **Lack of appropriately trained or insufficient Invigilators**

### Criteria for the implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams.
- Invigilator shortage on peak exam days.
- Invigilators absence on day of exam.
- DBS invalid/ out of date.

### Actions

- Examinations Officer will review staffing prior to each exam session to ensure sufficient staff are recruited and trained. There should be at least one spare invigilator on peak exam days to act as a rover.

- LSAs, support staff, cover supervisors and teaching staff may be required to supplement invigilation team at short notice. Where required, staff should be released from their normal duties to assessment with agreement from SLT/HoFs.
- Training is usually by the Exams Office or delivered remotely online. There are paid courses if necessary. Invigilators receive thorough training and a record kept of the times they have worked.
- HR and Finance maintain records for DBS and hours worked.

## **Lack of appropriate exam rooms**

### Criteria for implementation of the plan

- Exams Office only to be used by Exams Staff.
- Exams Office does not have appropriate level of security.
- Exams Office unable to identify sufficient/appropriate rooms during exam timetable planning.
- Insufficient venues on peak days.
- Main exam room unavailable due to an unexpected incident at exam time.

### Actions

- Confidential storage system is maintained subject to JCQ inspection.
- Exams Officer will organise rooming for examinations ensuring sufficient time is available to identify appropriate rooms and plan accordingly.
- In the event of a room being unavailable at very short notice, sufficient invigilation or cover staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sort. SLT will work with the Exams Officer at all times during such emergencies.

## **Lack of/insufficient appropriate exam equipment**

### Criteria for implementation of the plan

- Insufficient exam desks and chairs for candidates.
- Insufficient working clocks for the number of exam rooms.
- Insufficient awarding body notices for exam rooms.
- Insufficient Word to Word dictionaries in languages identified by SENCO.
- Insufficient exam ready word processors (wp) available.
- Insufficient/ inadequate sound system for language oral or music exams.

### Actions

- Premises to supply desk/chair numbers and reorder if necessary.

- Exams Office staff to replace batteries/ clocks/reorder sufficient clocks for each exam room.
- Invigilators to have more notices copied.
- Missing or faulty equipment warrant Special Consideration application.
- Network and Music Department to check sound equipment in full working order prior to exams.

## **Failure of IT systems**

### Criteria for implementation of the plan

- A2C secure access keys not updated/unavailable.
- MIS system failure at final entry deadline.
- MIS system failure during exams preparation.
- MIS system failure at results release time.
- MIS system failure during on-line tests or exams.
- Failure of computers/laptops during on-screen exams.

### Actions

- Network Office to check A2C access key status, particularly at start of each exam entry and result session.
- Examinations Officer and team will be flexible in working patterns to ensure exam preparation is complete.
- Exams entries made before awarding body entry deadline.
- Exams Officer (in consultation with SLT) may make entries from another Athena GEP centre where required.
- Results may also be accessed directly from Awarding Bodies if required.
- Reschedule on-line/on-screen tests if possible.
- Seek awarding body advice. Exams Officer will at all times during the system failure liaise with the Awarding Bodies to minimise disruption and costs incurred.

## **Absence or Insufficient Network Staff**

### Criteria for implementation of the plan

- Inability to maintain hardware or software adequately.
- Inability to run/support on-line tests or exams.

### Actions

- Recruit more IT staff.
- Reschedule on-line tests/exams if possible.
- Use IT teachers.
- Seek awarding body advice.



## **Absence or Insufficient Premises Staff**

### Criteria for implementation of the plan

- Exam desks/chairs not set out in the Sports Hall and other exam rooms.
- Exam desks/chairs not cleared from Sports Hall at end of day.
- Exam room lighting/heating inadequate.

### Actions

- Sports Hall set up for exams for critical period and Sports Hall fitness sessions cancelled for the public.
- Desks/chairs to be cleared at the end of the day by Sports Hall staff.
- Check lighting/heating is working, particularly for winter exams.
- Move exam location where possible.
- Deploy portable heaters.

## **Absence of Data Manager**

### Criteria for implementation of the plan

- Year 9 cohort do not have ULNs.
- Census incorrect.
- Entry/ Results files not sent to DfE.

### Actions

- Utilise Assistant Data Officer with support from SLT.
- Exam Officer to create ULNs.
- Network Office to create and add to MIS.
- Network Office to download and send to appropriate agencies.

## **Absence of Head of Centre or member of SLT with oversight of examinations administration**

### Criteria for implementation of the plan

- Head of Centre or the member of the SLT with responsibility for examinations are absent during any key part of the examination cycle.

### Actions

- Another member of SLT must be appointed and identified prior to going into any examination series, to ensure that the Examinations Officer is provided with guidance and support in such absences.

- A written escalation process is in place should the head of centre (HoC), or member of the senior leadership team (SLT) with oversight of exam administration, be absent. This can be viewed in Appendix 9.

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

### Criteria for implementation of the plan

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

### Actions

- Awarding bodies to reprint question papers and/or source alternative couriers for delivery of hardcopies.
- Awarding bodies to provide centres with electronic access to examination papers via a secure external network. Awarding organisations to fax examination papers to centres if electronic transfer is not possible. The Examinations Office would need to ensure that copies are received, made and stored under secure conditions. Should photocopying of the question paper be necessary, staff involved will be warned of the necessity of keeping the contents secure and fully trained, overseen by the Exams Officer.

## **Disruption to the transportation of completed examination scripts**

### Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

### Actions

- Examinations Officer to seek advice from awarding organisations and Parcel Force (Yellow Label Service) regarding collection.
- Completed examination scripts must be stored securely in the Examinations Office or school safe until collection.
- In the event of the last exam prior to half term, the Examinations Office may take the completed scripts to an examination approved Parcel Force depot.

## **Assessment evidence is not available to be marked or lost prior to sampling**

### Criteria for implementation of the plan

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

### Actions

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
- Teacher to complete JCQ Lost Coursework Form for individual cases.

## **Awarding organisations unable to issue accurate results**

### Criteria for implementation of plan

- System error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate.

### Actions

- Candidates, centres and stakeholders to be informed of any incorrect results.
- e-validation of results from awarding bodies.
- Awarding organisations to re-issue results, via alternative format if necessary.

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

### Criteria for implementation of plan

- Fullbrook is unable to access awarding body results due to system failure or manage the face to face distribution/email of results to candidates.

### Actions

- Network Office to carry out any system upgrades well before Results days.
- Examination Office to make arrangements to access results at an Athena GEP alternative site.
- Network Office to have ability to send candidates' results securely. Exams Office to organise sending results electronically. Candidates advised that hard copies will be posted.

## **Appendix 3 – Word Processor Policy**

### **Fullbrook Statement for the use of a word processor during examinations - Policy 2021-2022**

**October 2021**

**Governors' Committee Responsible:** Culture and Safeguarding Committee

**Governor Lead:** Mr John Parrott

**Nominated Lead Member of Staff:** Miss E Williams

**Status & Review Cycle:** Statutory Annual

**Next Review Date:** October 2022

This policy is reviewed annually to ensure compliance with current regulations and guidance of the Joint Council for Qualifications (JCQ)

Fullbrook values good handwriting and imposes high standards on presentation of work, and expects that most students will handwrite in examinations. However, there are exceptional circumstances, as identified by Fullbrook, where students may benefit from using a word processor and in these cases we will allow use of a word processor for class tasks, for homework, and for internal and public examinations.

Students with access to word processors in examinations are allowed to do so in order that barriers to assessment are removed for disabled candidates, preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

Fullbrook will allow students to use word processors in examinations when they meet at least one of the following criteria:

- **The student has a specific learning difficulty/disability (such as dyslexia, dyspraxia, ASD) and the use of a word processor is both appropriate to their needs and reflects their normal way of working**
- **The student has a physical difficulty/medical condition such (such as hypermobility/juvenile arthritis) and the use of a word processor is both appropriate to their needs and reflects their normal way of working**
- **The student has a sensory impairment (such as vision or hearing impairment) and the use of a word processor is both appropriate to their needs and reflects their normal way of working**
- **The student has very poor handwriting and would lose marks due to the examiner finding his/her answers illegible**

- **The student's quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand**

This use of a word processor also extends to the use of electronic tablets.

Students permitted to use word processors in public examinations must have been using a word processor as their normal way of working for classes, homework, internal tests and internal examinations. Students are asked to provide at least one sample piece of word processed work from every subject for which they wish to use a word processor for examinations.

It is not school policy to provide a word processor for a student solely on the basis that they prefer to type or that they can work faster on a keyboard because they use a laptop at home.

A student may also use a word processor on a temporary basis as a consequence of a temporary injury.

Students who have permission to use a word processor in class are able to borrow a laptop from the SEND Department if one is not available in the curriculum area.

Fullbrook will provide word processors with spelling and grammar checkers and predictive text facility removed for use in internal examinations and public examinations. These word processors are not able to connect to the internet. However, in very rare and exceptional circumstances, as set out in the JCQ regulations, where a student meets the criteria for a scribe, a student may have the spelling and grammar check enabled for examinations. Where this occurs, students are informed that they will not have access to marks awarded for spelling, grammar and punctuation unless these are dictated to an invigilator who is acting in the capacity of a scribe.

The need for the use of a word processor is considered on a subject by subject basis. Students who have permission to use a word processor in examinations do not have to use it in all examinations, e.g. they may opt to use it in subjects with extended writing demands only. The provision will be agreed with the SENCO during mock/practice examinations.

Students may use their answer booklet in addition to the word processor if they wish to do so. For example, a student may type certain questions and handwrite shorter answers.

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

## **Appendix 4 – Malpractice Policy**

This Centre will follow and adhere to the JCQ or other exam board Suspected Malpractice in Examinations and Assessments Policies and Procedures.

The Head of Centre ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation.

### Managing behaviour in the exam room

Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification.

The invigilator must record what has happened in the exam room incident log book. All incidents or irregularities (for example but not limited to; late/very late arrival, suspected malpractice, candidate illness or needing to temporarily leave the exam room, disruption or disturbances in the exam room, emergency evacuation).

The head of centre has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room.

The policy can be viewed on the next page.

## **Fullbrook Exams Malpractice Policy 2021-2022**

The aim is:

- To identify and minimise the risk of malpractice by staff or students.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on student or staff where incidents (or attempted incidents) of malpractice are proven.

To protect the integrity of Fullbrook and external qualifications, the centre will:

- Seek to avoid potential malpractice by informing students of the both Fullbrook's and the awarding body's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show students the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare and sign that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Ask staff to sign a declaration that the work is the students and was carried out in accordance with the exam body rules.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation.

The misdemeanour will proceed through the following stages:

- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations.
- Inform the individual of the avenues for appealing against any judgment.
- Document all stages of any investigation. Where malpractice is proven, this centre will apply either the Fullbrook Conduct Policy or the Malpractice Policy of the relevant exam board.

This policy will be reviewed annually. Date of next review October 2022.

## Appendix 5 – Non-Examination Assessment Policy

### Review of marking of centre marks for GCE and GCSE non-examination assessments Policy 2021-2022

Fullbrook 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. Fullbrook 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.

It is the responsibility of the Head of Faculty to provide the Exams Office and Head of Centre with a timeline to include student deadlines, moderation dates, release of marks to students, review and outcome dates.

1. Fullbrook will ensure that candidates are informed in writing of their centre assessed marks (not grades, as boundaries have not been established) so that they may request a review of the centre's marking before marks are submitted to the awarding body. The deadline for a written request for a review of marking is 5 calendar days from receipt of the centre assessed mark(s). Each Exam board may have a different deadline.
2. Fullbrook will issue a copy of the mark scheme to candidates with their centre assessed mark(s), to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Fullbrook 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 (by completing the 'Internal Review of Centre Assessed Marks form') by students, together with written confirmation by parents/carers within 5 calendar days of receiving mark(s). The administrative cost of a review of marking is £25, which is **payable at the time of requesting the review**.
4. Fullbrook will allow sufficient time (5 working days where possible) 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.
5. Fullbrook will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.



6. Fullbrook will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
7. Fullbrook will inform the candidate in writing of the outcome of the review of the centre's marking.
8. 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 moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

This policy will be reviewed annually. Date of next review is September 2022

*A copy of the associated form is viewable on the next page.*

**Internal review of centre assessed marks for  
GCE and GCSE non-examination assessments 2021-22  
Review of Marking**



A review of marking is to ensure that the mark scheme/criteria has been applied correctly and that the candidate's mark is consistent with the centre's marking standard.

The student's and parent's/carer's signature is required as marks can go down. The administrative fee is £25, which is payable at the time of requesting the review (by cash or cheque made payable to 'Fullbrook'). The outcome of the review will go directly to the Exams Office. The Exams Office will notify the student directly by email.

FOR CENTRE USE ONLY	
Date received	

If you wish to request a review of centre assessed marks, please complete all sections of the form.

Review of marking – centre assessed marks Deadline: 5 calendar days from receipt of mark(s)	
Student Name (print)	
Candidate Number	
Email address <i>(for communicating information / outcome specific to this review request)</i>	
Awarding Body (Exam Board)	
Subject	
Component code	
Grounds for requesting a review of marking of centre assessed marks.  <i>(If necessary, please continue on an additional page if this form is being completed electronically, or overleaf if hard copy is being completed)</i>	
Fee enclosed	
Student Signature	Date:
Parent/carer Signature	Date:

This form must be signed, dated and returned to the exams office to the timescale indicated.

## **Appendix 6 – Internal Appeals Procedure and Policy 2021-2022**

### Appeals against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

This procedure should be used for appeals against the centre's decision not to support a clerical re-check, review of marking, review of moderation or an appeal.

In the first instance following the issue of results, candidates should follow the procedures outlined for EAR and post-results services using the appropriate form(s) for EAR requests. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams office. Candidates are informed of the arrangements for post-results services and the availability of senior members of centre staff prior to exams and the publication of results.

Fullbrook will consider each request for EAR individually based on (but not limited to); the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, exam scripts and correct application of the mark scheme, to determine if the centre supports any concerns. In cases where the centre do not believe that there are grounds for EAR, candidates will be informed.

- Where a candidate disagrees with a centre decision not to support a request for EAR (clerical re-check, a review of marking or a review of moderation), the centre will:
- For a review of marking (RoR priority service 2), advise the candidate he/she may request the review by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre.
- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of his/her script (where this will not prohibit the subsequent request for RoR) to support a review of marking by providing written permission for the centre to access the script (and any required fee for this service) for the centre to submit this request.
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request.
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample.

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 7 calendar days prior to the internal deadline for submitting a request for a review of results/marks.

The appellant will be informed of the outcome of his/her internal appeal before the internal deadline for submitting a RoR.

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or 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 7 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). 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.

This policy will be reviewed annually. Date of next review is September 2022

*A copy of the associated form is viewable on the next page.*

## Internal appeals form 2021-2022



This form should be completed to make an internal appeal against the centre's decision not to support; a clerical re-check, review of marking, review of moderation or an appeal. This form should only be completed following the centre's notification that such a request has not been supported by Fullbrook.

The Exams Office will notify the student of the appeal outcome directly by email.

If you wish to submit an internal appeal, please complete all sections of the form.

FOR CENTRE USE ONLY	
Date received	

Internal appeals against centre decisions: Deadline: at least 7 calendar days prior to the internal deadline for submitting a request for a review of results/marks			
Student Name (print)			
Candidate Number			
Email address <i>(for communicating information / outcome specific to this internal appeal)</i>			
Awarding Body (Exam Board)			
Subject			
Component code			
Grounds for internal appeal against centre decision.  <i>(if necessary, please continue on an additional page if this form is being completed electronically, or overleaf if hard copy is being completed)</i>			
Student Signature		Date:	
Parent/carer Signature		Date:	

This form must be signed, dated and returned to the exams office to the timescale indicated.

## Appendix 7 – Covid-19 Contingency and Exam Adaptations

Fullbrook will follow the guidelines set by the government, DfE and Ofqual to ensure the safe operation of all examination processes during Covid-19.

Detailed risk assessments and guidance are published on the Fullbrook website for Covid-19 <http://www.fullbrook.surrey.sch.uk/coronavirus/>

Covid-19 Risk Assessment

[https://www.fullbrook.surrey.sch.uk/wp-content/uploads/2021/09/Fullbrook\\_1-9-21\\_C-19-Risk-Assessment-Athena-GEPV01.pdf](https://www.fullbrook.surrey.sch.uk/wp-content/uploads/2021/09/Fullbrook_1-9-21_C-19-Risk-Assessment-Athena-GEPV01.pdf)

The Exams Office has provided additional training and issued full instructions to all invigilators for the safe operation of examinations and maintaining a Covid-19 secure environment in all exam rooms. Further details are available on request from the Exams Office.

In the event of one or more examination candidate being in isolation and unable to sit exam(s), the Exams Officer will notify the relevant exam board and follow their procedures and guidance in place at the time. Where a candidate(s) meets the requirements for special consideration, this will be applied for however, in the event of a candidate(s) not meeting the minimum threshold, they will need to enter for the next available exam series.

Fullbrook regularly consult the following guidance from the DfE and the Cabinet Office:

<https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-examseries/public-health-arrangements-for-autumn-exams>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-educationprovision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term>

<https://www.gov.uk/government/publications/review-of-two-metre-social-distancing-guidance/review-oftwo-metre-social-distancing-guidance>

## Appendix 8 – Emergency Evacuation Policy - Exams

### Fullbrook 64918

#### Emergency evacuation procedure for examinations

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.

Reference should also be made to the following document –

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>

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

- Stop the candidates from writing and note the time.
- Advise candidates to leave all question papers and scripts in the examination room, Candidates must be advised to close their answer booklet.
- Lead Invigilator in Sports Hall (or other main exam room), liaise with smaller rooms.
- Collect the attendance register (**in order to ensure all candidates are present**), pen and phone.
- Evacuate the examination room in line with the instructions given by the appropriate authority. Exams Officer will provide instruction to main exam room. In the event of Exams Officer not being able to reach the main exam room, the Lead Invigilator should commence 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. Invigilators should be spaced out along the line of students.
- Assemble at designated evacuation point. Take register and advise Exams Officer of evacuation.
- When returned to exam room, note the duration from time of alarm to re-start of exam time and allow candidates the full working time 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 (including all relevant timings). Lead Invigilator for each room should note this in the incident log and on the master seating plan. The Examinations Officer will compile report and send to the relevant awarding body.

## **Appendix 9: Escalation Policy**

### **Purpose of the process**

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

### **Before examinations (Planning)**

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to a) the member of senior leadership with responsibility for curriculum or b) the member of senior leadership with responsibility for Fullbrook 6. Both members of senior leadership are also Vice Principal.

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

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

Main duties and responsibilities relate to:

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

Additional JCQ publication for reference:

- Centre Inspection Service Changes
- Policies

Specific JCQ publications for reference:

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



- Personal data, freedom of information and copyright  
Additional JCQ publication for reference:
  - Information for candidates – Privacy Notice

#### Fullbrook Centre-specific information for reference

- Examinations Policy
- NEA Policy and Review of marking of centre marks for GCE and GCSE non-examination assessments policy 2021-2022
- Vocational Qualifications Assessments Policy 2021-2022

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

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to a) the member of senior leadership with responsibility for curriculum or b) the member of senior leadership with responsibility for Fullbrook 6. Both members of senior leadership are also Vice Principal.

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

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

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

Additional JCQ publications for reference:

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

- Centre assessed work

Additional JCQ publication for reference:

- Guidance Notes – Centre Consortium Arrangements

- Candidate information

Additional JCQ publications for reference:

- Information for candidates documents
- Exam Room Posters

#### Fullbrook Centre-specific information for reference

- Examinations Policy

- NEA Policy and Review of marking of centre marks for GCE and GCSE non-examination assessments policy 2021-2022
- Vocational Qualifications Assessments Policy 2021-2022

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

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to a) the member of senior leadership with responsibility for curriculum or b) the member of senior leadership with responsibility for Fullbrook 6. Both members of senior leadership are also Vice Principal.

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

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

Main duties and responsibilities relate to:

- Conducting examinations and assessments  
Additional JCQ publication for reference:
  - Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

### Fullbrook Centre-specific information for reference

- Examinations Policy
- NEA Policy and Review of marking of centre marks for GCE and GCSE non-examination assessments policy 2021-2022
- Vocational Qualifications Assessments Policy 2021-2022

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

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to a) the member of senior leadership with responsibility for curriculum or b) the member of senior leadership with responsibility for Fullbrook 6. Both members of senior leadership are also Vice Principal.

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

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results  
Additional JCQ publication for reference:

- Release of Results notice
- Post-results services and appeals
  - Additional JCQ publications for reference:
    - Post-Results Services: Information and guidance to centres
    - JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

Fullbrook Centre-specific information for reference

- Examinations Policy
- NEA Policy and Review of marking of centre marks for GCE and GCSE non-examination assessments policy 2021-2022
- Vocational Qualifications Assessments Policy 2021-2022

## **Appendix 10: Vocational Qualifications Assessment Policy 2021-2022**

<b>Governors' Committee Responsible:</b>	Curriculum & Progress Committee
<b>Governor Lead:</b>	Mrs Chris Borgars
<b>Nominated Lead Member of Staff:</b>	Ms L Seddon
<b>Status &amp; Review Cycle:</b>	Annually
<b>Next Review Date:</b>	October 2022

### **Vocational Qualifications: Assessment Policy**

These policies should be read in conjunction with the following centre policies:

- Examination Policy
- Review of Marking of centre assessed marks for GCE and GCSE non-examination assessments Policy
- Malpractice Policy
- Other qualification specific processes/policies

Fullbrook policies can be viewed in full here <http://www.fullbrook.surrey.sch.uk/policies/>

#### Contents

1. Registration and Certification Policy
2. Assessment Policy
3. Distance Learning Policy
4. Internal Verification and Standardisation Policy
5. Appeals Policy

### **I. Registration and Certification Policy 2021-2022**

#### **Aim:**

- To ensure that all learners are registered to the correct course(s) in accordance to agreed timescales and published deadlines.
- To ensure that learner certificates are claimed within the published deadlines and guidance for valid certification.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

- Register each learner within the awarding body requirements
- Register each learner on the appropriate course code, before any assessment activity is completed
- Provide a mechanism for course teams to check the accuracy of learner registrations and external assessment entries
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for the required time post certification as published by the awarding body, which may be course specific.

## **Roles, Responsibilities and Process**

### **Learner Enrolment, Induction and Registration**

All learners undertaking vocational qualifications must be registered to the correct programme when they commence the course, in accordance with awarding body timescales and published deadlines and receive an induction to the course so they may take ownership of their qualification:

- As part of the annual qualifications planning, the Exams Officer (EO) will request and confirm all course programme details from subject leaders (and/or Heads of Faculty), to include; course codes and details for individual learners to be registered.
- Programme/Course leaders (Lead IVs/Assessors) and Head of Faculty (HoF) communicate full details for any new courses together with list of student(s) to be registered.
- Programme/Course leaders communicate requirements for external unit entries to EO.
- EO registers new learners with the awarding body by the published deadline (usually in the Autumn term) and confirms this process is complete to programme/course leaders. EO provides list of active learners to programme leaders.
- Programme Leaders check the active learners supplied by the EO and immediately inform of any anomalies. Appropriate amendments are made and any data anomalies regarding learner details are checked with the Data Manager (DM). Where amendments have been made a final list of active learners is supplied to programme leaders who sign/send email of authorisation to confirm accuracy and return to the EO to maintain as part of the audit trail.

- When appropriate (as directed by the assessment plan and the Lead IV/Assessor), the EO will enter/schedule learners for internal and external components/units. Entry lists will be checked and verified by the programme leader(s) who will sign/send email authorisation to EO to confirm entries are correct, as part of the audit trail.
- Should any learner be required to register part way through a course this must be done in accordance with the above. Learners may only be registered late if extenuating circumstances prevented the learner from being registered at the start of the course, for example; new admission to the centre.
- Programme leaders are responsible for communicating to learners about their registration status and the units that they have been entered for (including providing details to learners for their external assessment).
- Programme Leaders are responsible for delivering course induction to learners to include:
  - Learning contract/agreement between Fullbrook and Learner
  - Information about the qualification (course specification) including how it will be delivered
  - Provide access to the Fullbrook's complaints and appeals policies (via the main Fullbrook website)
  - Identify learners who need reasonable adjustments (and advise the SENCO and EO so applications can be made for EAA)

### **Amendments, Transfers and Withdrawals**

- Programme Leader(s) and Data Manager keep EO informed of any changes in learner details and the EO ensures timely communication to awarding body of any amendments to learner details, registrations or entries.
- Transfers between programmes at the centre is only permissible where the awarding body course registration and withdrawal deadlines are met. Transfer between centres is only permissible where the awarding body criteria for transfer is met. It is the responsibility of the programme leader(s) to advise the EO of any required transfers and to ensure that information relating to the learners' position and progress (together with relevant achievement records) are also transferred to the appropriate organisation.
- Programme leaders inform the EO of any occurrence where a learner leaves the course before completion and the EO communicates and processes withdrawals with the awarding body by the appropriate means. This is recorded and held securely as part of the audit trail.

### **Certification of Learners**

Prior to certification:

- The learner must have completed all necessary components/units of the course
- All internal verification/standardisation procedures must have occurred

- External moderation, sampling and standardisation activity has occurred in line with awarding body requirements
- Any amendments or additional actions identified in the SV report have been actioned and confirmed

Process for accurately claiming valid certification:

- Programme leader(s) ensure that all marks/grades for each learner on the programme records are cross-checked for accuracy (Lead IV/Assessor and Moderator – overseen by Head of Faculty).
- Lead IV/Assessor submits the centre assessed grades and evidence (where required) for internally assessed components by the awarding body specified deadline.
- All certification claims must be completed in accordance with the deadlines published by the awarding body. Unit claims are made in a timely manner via awarding body secure sites in accordance with awarding body guidelines. (Certification must be complete by the final deadline during the summer term)
- All certificates received by the centre are checked in the Exams Office by two team members to ensure accuracy and completeness. A record of certificate inventory is maintained and held as part of the audit trail.

## **Audit Record**

- The programme leaders ensure an audit trail of learner assessment and achievement is maintained, accessible, accurately reflects all learners who are registered and supports certification claims
- The EO records and maintains an end to end audit trail of registrations, entries and certification.
- The EO and course leaders review implementation of procedures at key points throughout the academic year for all vocational programmes.
- Senior Leadership Team, (SLT) and Head of Centre (HoC) ensure that policies and procedures are regularly reviewed and implemented. SLT and HoC oversee the EO working with programme leaders to ensure that awarding body deadlines are met whilst adhering to all regulations.

## **2. Assessment Policy 2021-2022**

**Aim:**

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure all learners are given appropriate induction to the course and take ownership of their qualification.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with teaching and tasks that are fit for purpose, where required are given awarding body assignment briefs in a timely manner to enable them to produce appropriate evidence for assessment.
- Assess learner's work and evidence using the published assignment briefs, assessment and grading criteria, where supplied by awarding bodies.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Provide samples as directed by the awarding body as part of their External Quality Assurance process.
- Monitor standardisation reports and undertake any remedial action required.
- Share good assessment practice between all vocational course programme teams.
- Ensure that assessment methodology and the role of the assessor are understood by all staff involved with the qualification.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

### **3. Distance & Blended Learning Policy 2021-22**

Aims:

- To ensure that distance/blended learning delivery meets the guidelines set by the awarding organisation.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner



- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with awarding organisation regulations.

This policy should be viewed in conjunction with the centre plans and policies for remote learning:

[http://www.fullbrook.surrey.sch.uk/wp-content/uploads/2020/09/Remote-Education\\_FullbrookWebV01.pdf](http://www.fullbrook.surrey.sch.uk/wp-content/uploads/2020/09/Remote-Education_FullbrookWebV01.pdf)

#### **4. Internal Verification and Standardisation Policy 2021-2022**

##### **Aim:**

- To ensure that IV is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments and methods are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to awarding body requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a development process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

#### **5. Vocational Learners' Appeals Policy 2021-2022**

This policy should be ready in conjunction with the 'Review of marking of centre marks for GCSE and GCSE non-examination assessment Policy' – which will apply to vocational courses with internally assessed components.

**Aim:**

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of the learners and the integrity of the qualification.
- To ensure that non-examined assessment is fairly and consistently marked by staff in accordance with the awarding organisation's specification and course-specific documentation.

**In order to do this, the centre will:**

- Inform the learner at the induction of the Appeals Policy and procedures, including internal appeal/review of centre assessed marks and, appeals to the awarding organisation.
- Inform learners of their non-examined assessment marks (not grades) so they may request a review of the centre's marking before marks are submitted to an awarding body. Clear internal deadlines and guidelines are communicated to learners for the internal review process.
- Review of marking of centre assessed marks will follow the centre policy for 'Review of marking of centre marks for GCSE and GCSE non-examination assessments'
- Record, track and validate any appeal/internal review.
- Forward an appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for in line with their requirements and for not less than 18 months.
- Have a staged appeals procedure.
- Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

**Learners can only appeal on the following grounds:**

- Internal reviews of marking may be requested if a learner has grounds to believe that the marking criteria has not been applied correctly. Students should follow the centre 'Internal Reviews of Centre Marks Policy'.
- Appeals may be requested if:
  - The learner has grounds to demonstrate that the grading criteria has been met
  - The learner has grounds to demonstrate bias or that the centre's assessment/examination policies have not be adhered to.

**Appeals Procedure:**

- The Exams Officer is responsible for the management of internal appeals.

- Appeals documentation must be kept for the period of time as required by the awarding body for the vocational qualification of the appeal.
- Learners should use the relevant centre review and appeal forms at each stage of the process.

Stage 1: Informal discussion between learner and assessor. If a resolution is found, written record of the discussion will form part of best practice. If a resolution is not found, the written record will be passed to the Head of Faculty.

Stage 2: Formal review when Head of Faculty and IV/lead assessor review the assessment decision. Students will be allowed representation by a parent/carer if requested. A written response outlining the outcome and reason for the outcome will be given to the learner within 5 working days.

Stage 3: Appeal hearing. The learner must apply to the Head of Centre within 10 working days of the initiation of Stage 2 formal review. An appeal panel appointed by Head of Centre and consisting of at least 3 people (at least one of whom should not have been involved in the assessment decision) will meet and review the evidence. A written response will be given to the learner within 3 working days of the hearing.

Stage 4: External appeal. The grounds for the appeal plus supporting documentation must be submitted to the awarding organisation for the course as required and by the published deadlines. Fees are applicable in most cases unless the appeal is upheld.