



## ALTERNATIVE PROVISION

# Examinations Policy

Approval Date: [January 2026](#)

Revision Due Date: [January 2027](#)

Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP  
Directors*

## Table of Contents

<b>Rationale</b> .....	<b>3</b>
<b>Responsibilities</b> .....	<b>3</b>
<b>Statutory Tests and Qualifications</b> .....	<b>6</b>
<b>Exam Season and Timetables</b> .....	<b>7</b>
<b>Exam Entries</b> .....	<b>7</b>
<b>Disability Discrimination Act</b> .....	<b>8</b>
<b>Managing Invigilators and Exam Days</b> .....	<b>8</b>
<b>Examination Contingency</b> .....	<b>9</b>
<b>Candidates, Clash Candidates and Special Consideration</b> .....	<b>10</b>
<b>NEA and Appeals Against Internal Assessments</b> .....	<b>11</b>
<b>Results and Review</b> .....	<b>12</b>
<b>Controlled Assessment / NEAs</b> .....	<b>13</b>
<b>Word Processing</b> .....	<b>17</b>
<b>Raise Values</b> .....	<b>19</b>
<b>Appendix I</b> .....	<b>20</b>
<b>Appendix II</b> .....	<b>21</b>
<b>Appendix III</b> .....	<b>22</b>
<b>Appendix IV</b> .....	<b>24</b>
<b>Appendix V</b> .....	<b>25</b>
<b>Appendix VI</b> .....	<b>29</b>
<b>Appendix VII</b> .....	<b>30</b>

## Rationale

Formal tests and examinations are an important means of assessing and monitoring students' progress. In addition to being a useful diagnostic tool for identifying gaps in students' understanding and knowledge, they will show whether students can produce results under test conditions which reflect their ability and development. There is a need to develop and prepare students for the experience of taking public examinations.

RAISE-AP's examination entry policy is based on the principle that if students have satisfied coursework controlled assessment / NEA requirements and continue to work towards an examination grade commensurate with their ability, they should be given the opportunity to sit the terminal examination papers.

Final decisions on the entry of GCSE and other formal qualifications are taken following the communication of recommendations to students and parents/carers and an opportunity for negotiation when required. Confirmation that students and parents/carers have agreed the subject level for which they should be entered is obtained before completion of entry procedures.

The purpose of this examinations policy is:

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

---

## Responsibilities

### Head of Centre

Overall responsibility for the provision as an exam centre:

- advises on appeals and re-remarks.
- is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document Suspected Malpractice in Examinations and Assessments.

## Exams Officers

Manage the administration of public and internal exams and the initial analysis of exam results:

- advises the Senior Leadership Team, Subject leaders, subject teachers, form tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.
- oversees the production and distribution to staff, parents/carers and candidates of calendars and timetables for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents/Carers are informed of and understand those aspects of the exam timetable that will affect them.
- consults with teaching staff to ensure that necessary controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and coordinates provision of estimated entries.
- receives, checks and stores securely all exam papers, 'live' assessment material and completed scripts.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- organises the recruitment, training and monitoring of a team of external invigilators responsible for the conduct of exams.
- prepares and presents reports to the SLT showing published examination results achieved.
- oversees the coursework/controlled assessment/NEA parents/carers appeals process prior to marks being submitted to the exam board/s.
- submits candidates' coursework/controlled assessment/NEA marks, tracks despatch and stores returned controlled assessment and any other material required by the appropriate awarding bodies correctly and on schedule.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.
- maintains systems and processes to support the timely entry of candidates for their exams.
- ensures compliance with the regulations and procedures specified by the JCQ Inspection Service.

## **Head of Provision**

- Organisation of teaching and learning.
- Ensuring KS4 courses lead to accredited qualifications
- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of controlled assessment mark sheets and declaration sheets and further moderation of any appeals from parents/carers/students.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer/s (in liaison with teaching staff)
- Liaison with colleges and other service providers regarding vocational qualifications.

## **SENDCO**

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

## **Invigilators**

- Invigilation of candidates in accordance with the published JCQ Instructions for Conducting Examinations.
- Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Officer for despatch.

## **Candidates**

- Confirmation and signing of entries.
- Understanding controlled assessment regulations and signing a declaration that authenticates the controlled assessment / NEA (non-examined assessment) as their own.

## Statutory Tests and Qualifications

The statutory tests and qualifications offered at this centre are decided by the Head of Centre, Subject Leaders and the Head of Provision.

The statutory tests and qualifications offered are level 1 and level 2 qualifications accepted by Ofqual. A limited number of students take vocational qualifications administered by colleges and other service providers.

The subjects offered for these qualifications in any academic year may be found in the curriculum page on the provision website. If there is to be a change of syllabus, the Exams Officer/s must be informed before the start of the course.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the candidates, parents/carers, SENCO, subject teachers, Subject Leaders, the Head of Provision and the Head of Centre.

### At Key Stage 3

Prior to commencement of Year 7, all students will be tested to assess their cognitive ability levels and screening for specific learning need. All students undertake internal provision exams each year in order to assess their progress and provide practice of exam technique.

### At Key Stage 4

During each year in KS4, Departments will give candidates the opportunity of doing practice examination questions under timed conditions. During Year 11, students will have formal practice examinations (mocks) in November/December and as deemed necessary to support progress and the identification of areas for further revision and focus. In conjunction with information recorded by Departments, controlled assessment tasks and other assessments, the results of these examinations will help to determine GCSE entries.

All candidates will be entitled and enabled to achieve an entry for qualifications from an external awarding body

## Exam Season and Timetables

Internal exams are scheduled in advance in accordance with the operational demands of the provision. External exams are scheduled in line with exam board timetables.

All internal exams are held under external exam conditions, which exam series are used in the Centre is decided by Subject Leaders.

Once confirmed, the Exams Officer will produce and circulate the exam timetables for internal and external exams.

---

## Exam Entries

Candidates are selected for their exam entries by Subject Leaders and the Subject Teachers. The Centre accepts occasional external entries from former candidates.

Entry deadlines are circulated to Subject Leaders.

Late entries are authorised by the Exams Officer and Head of Provision.

Re-sit decisions will be made in consultation with the candidates, subject teachers, Exams Officer, Subject Leaders and Senior staff.

Candidates whilst a student at the provision may be allowed 1 free re-sit unit per subject in GCSE or a vocational/technical qualification if they do not achieve the grade expected by the teacher and if recommended by departments.

Fees for re-sits of additional units will be paid by the candidates. The responsibility for the appropriate preparation for these re-sits, rests with the candidate.

The Centre will pay all normal exam fees on behalf of candidates. Decisions on re-takes rest with the centre. Late entry or amendment fees or re-sit fees are paid by departments or candidates, depending on the circumstances.

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The Centre will seek to recoup fees from candidates who deliberately absent themselves from terminal exams.

---

## Disability Discrimination Act

The Disability Discrimination Act 2005 and the Equalities Act 2010 extends the application of the Acts to general qualifications. All exam centre staff must ensure that the access arrangements and Special Consideration regulations and guidance are consistent with the law. Needs checking that there is not a newer policy or change to Act.

**RAISE-AP** is committed to providing reasonable adjustments to support students with specific needs to access the assessment. These will be determined by the centre in line with JCQ regulations. Privately commissioned assessments carried out without prior consultation with the centre cannot be used to award access arrangements.

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

Making exam access arrangements for candidates to take exams is the responsibility of the SENDCO and the Exams Officer. Submitting completed access arrangement online applications to the awarding bodies is the responsibility of the SENDCO.

Rooming for access arrangement candidates will be arranged by the SENDCO with the Exams Officer/s. Invigilation and support for access arrangement candidates will be organised by the SENDCO with the Exams Officer.

---

## Managing Invigilators and Exam Days

External invigilators will be employed for all public examinations and will share responsibility for the invigilation of Year 11 Practice Exams. The recruitment, training and deployment of invigilators is the responsibility of the Exams Officer/s.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administration. No one can invigilate without a DBS check at this centre. DBS fees for securing such clearance are paid by the Centre.

Invigilators are timetabled and briefed by the Exams Officer/s

Invigilators' rates of pay are set by the Centre administration.

The Exams Officer/s will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators. Site Management is responsible for setting up and dismantling the allocated rooms in accordance with the timetable established by the exams officer.

The Exams Officer/s, a senior teacher or designated lead invigilator will start all exams in accordance with JCQ guidelines. Candidates will be briefed on emergency evacuation procedures before each exam.

Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

In practical exams subject leaders or teachers will be on hand in case of any technical difficulties.

Exam papers must not be read or removed from the exam room before the end of a session. Papers will be distributed to Subject Leaders at the end of the exam session following JCQ guidelines.

Teaching staff will not be routinely required to invigilate public exams.

---

## **Examination Contingency**

The following contingencies are in place and in the event of a serious incident affecting a public examination, the Critical Incident Policy will be instigated and the Critical Incident Team will ensure the examination is successfully completed, where safe to do so.

Close working relationships and reciprocal arrangements with local schools including NFA and Applemore Technology College mean that Exam officers could work offsite to collate, duplicate, download and re-print exam papers and resources as required, should fire/flood or damage destroy materials on site. These schools are also close enough to drive students to alternative exam venues if necessary.

In the event of a full provision closure the provision would seek support in using the following local school's classrooms as a temporary examination venue:

- NFA
- Applemore Technology College

This may require the partial closure of these schools to some year groups in order to facilitate public examinations for students of both schools affected. In the case of needing to transport students to another venue for exams a suitable mode of transport would be used. Students would be supervised in line with exam regulations by a member of staff for the duration.

If we are not able to access the provision for downloading of results, exams staff can remotely access SIMS. If students cannot access the provision site for exam results day, this is be relocated to suitable local venue, e.g. one of the local primary schools such as Orchard (or results electronically posted).

## **In the event of absence of the Exam Officers**

All sets of exam keys are kept securely and can only be accessed by exam staff. Location of papers in the cabinets is recorded on the inside of the exam cupboard door. Before opening papers 2 members of staff to check it is the correct ones.

Rooming / seating plans / invigilation arrangements can be found in student services. Invigilators can be deployed to exam rooms.

At the end of the exam, papers need to be checked against exam board registers. These can be found in the exam cupboard filing cabinet.

Checked papers will be collected from reception daily. If not collected they must be locked away until the next day.

At no time must exam papers be left unattended and the security of the exam must be maintained at all times, until script collection.

---

## **Candidates, Clash Candidates and Special Consideration**

### **Candidates**

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them. The Exams Officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

### **Clash candidates**

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

## Special Consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Exams Officer or the exam invigilator to that effect.

The candidate must support any Special Consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

The Exams Officer will apply for Special Consideration to the relevant awarding body within seven days of the exam.

---

## NEA and Appeals Against Internal Assessments

### Controlled Assessment

Candidates who have to prepare controlled assessment / NEA should do so by the required deadlines.

Subject Leaders will ensure all controlled assessment / NEA is ready for despatch at the correct time.

The Exams Officer will keep a record of what has been sent, when and to whom.

Marks for all internally assessed work and estimated grades are provided to the Exams Officer by the subject teachers.

### Appeals against internal assessments

In line with statutory regulations the provision publishes a separate procedure on this subject. This is circulated to parents/carers and candidates in advance of the final internal assessment deadlines for the year.

As per JCQ requirements the provision publishes internal assessment marks to students and parents/carers prior to submission to the exam board. Candidates and parent/carers are issued with a letter informing them of the individual students internal assessment marks and giving instructions for assessment reviews.

Parents /carers will be informed of the deadline for queries to be raised via the subject leader, within a specific 2 week appeal window.

Appeals of marks will lead to further internal dept moderation of specific concerns raised by candidates and parents/carers. Following this, via the subject leader, feedback will be given to parent/carers to inform of the result of the moderation process and any amendment to marks. The candidate and parents/carers will be informed in writing of the outcome of the internal assessment review.

Any concerns after moderation outside of the 2 week window, parents/carers will be directed to the provision's complaints policy.

---

## Results and Review

### Results

Candidates will receive individual results slips on results days either in person at the Centre or by post to their home addresses. Arrangements for the provision to be open on results days are made by the Head of Centre.

There is an expectation that Team Leaders are available for results day to talk about results / give guidance / congratulate.

### Review of Results

A review of results may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

If a result is queried, the Exams Officers, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark at the Centre's expense.

When the centre does not uphold a review of results, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged. Staff may advise if they feel a review could be placed but it is the parents choice if they choose to do this, they will be charged.

The Procedure for review of results / Access to Scripts is issued to the students with their exam results on results day in August. This document is updated yearly.

### Access to Scripts

After the release of results, candidates may ask the Exams Officer to request the return of papers.

Information regarding procedures, deadlines and costs, for which candidates are liable, is enclosed with their examinations results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

GCSE re-marks cannot be applied for once a script has been returned.

### **Results Day**

Statements of results must be collected in person by the candidate on results day in August. If a candidate is unable to attend results day they can, by prior arrangement, with the Exams officer, arrange for the results to be posted home. Alternatively, the candidate may grant permission for a suitable adult to collect the results on their behalf. The candidate must provide a written letter giving permission for a named adult to collect the results and sign the letter themselves. On results day the named person must arrive with a copy of the permission letter and a photographic form of identification. Results will not be released without either of these items.

### **Certificates**

Certificates are collected in person on Certificate Presentation Evening, the date of which will be published in writing to candidates and on the provision website and provision calendar. Certificates may be collected on behalf of a candidate by an authorised adult. The candidate must provide them with written authorisation for the named person to collect the certificates and the named person must provide photographic identification along with the written authorisation from the candidate.

The Centre retains uncollected certificates for at least five years. Replacement statements of results are only issued if a candidate agrees to pay the costs incurred. Replacement certificates can only be obtained from the relevant Exam Boards. It must be noted that Exam Boards charge at least £50 for replacement certificates so candidates are advised to take particular care of their certificates as future universities and employers may request to see original certificates.

---

## **Controlled Assessment / NEAs**

Controlled assessment / NEA is a form of internal assessment where the control levels (High, Medium or Low) are set for each stage of the assessment process.

Controlled assessment / NEA contributes between 25% and 60% of the overall grade awarded.

The process has three stages – task setting, task taking and task marking. Tasks are either set by the awarding body (High control) or by the Centre (Medium Control) and, in both cases, must be developed according to the requirements of the specification.

### **Three levels of control apply to task taking**

Low control involves students working unsupervised outside the classroom – this is usually the research stage.

Medium control involves students working under informal supervision – this is usually the analysis stage.

High control involves completing the task under formal supervision whereby students are in direct sight of the teacher/supervisor at all times and may not communicate with each other – this is the write up stage.

### **Two levels of control apply to task marking**

High control means that the awarding body marks the tasks.

Medium control means that work is marked by the teacher and externally moderated by the awarding body in the same way as coursework/NEA. Centres must standardise marking for each specification.

### **Roles and Responsibilities**

The Senior Leader responsible for Assessment will ensure, on behalf of the Executive Headteacher, that each Subject carries out controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ).

The Senior Leader responsible for assessment, along with the Examinations Officer, will co-ordinate the scheduling of controlled assessments at centre level, ensuring all staff, students and parents/carers have timely access to a calendar of events, map overall resource management requirements for the year, resolving any clashes over the timing or operation of controlled assessments and any issues arising from the need for particular facilities (rooms, IT networks, time out of provision etc)

## **Subject Leaders will**

- ensure that all controlled assessments are suitably incorporated into schemes of work
- ensure that a minimum of 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated
- ensure that all marking is standardised
- monitor the safe and secure conduct of controlled assessment in their area and compliance with JCQ guidelines and awarding bodies' subject-specific instructions
- ensure individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instruction
- ensure that there is a clear policy in the Subject handbook on the carrying out of controlled assessment and that appropriate staff training takes place on an annual basis
- ensure that all confidential materials, together with the work produced by the candidates, are stored securely at all times. (Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar)
- ensure that the SENDCO is informed about any assistance required for the administration and management of access arrangements
- ensure that in the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices
- ensure that where photographs or images of the candidates are to be included as part of the controlled assessment, consent is obtained from parents or carers
- ensure that a record is kept which contains the date and time of each assessment together with its title, the name of the supervising teacher, a list of candidates who were present during the assessment and any absentees and a log of any incidents which occurred during the assessment
- ensure that contingency arrangements are in place in the event that a planned assessment cannot take place for some or all of the candidates
- make periodic reports to their line managers and the Exams Officer to enable them to monitor the operation of controlled assessments.
- record students overall grade for internal assessments / NEA on EAQA & OCR interchange in line with exam board deadlines.

## Teaching staff will

- comply with the general guidelines contained in the JCQ publication “Instructions for conducting controlled assessments”
- comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers’ notes or additional information on the awarding body’s website
- obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times
- supervise assessments at the specified level of control and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- ensure that students and supervising teachers sign authentication forms on completion of an assessment
- mark internally assessed components using the mark schemes provided by the awarding body.
- submit marks to the Exams Officer at the date required, keeping a record of the marks awarded
- retain candidates’ work securely between assessment sessions
- retain candidates’ work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre

## The Exams Officers will

- distribute once a year the most recent copy of the JCQ publication ‘Instructions for conducting controlled assessments’ to subject leaders and other stakeholders
- distribute once a year the JCQ ‘Notice to Candidates’ on controlled assessments to KS4 students produce and distribute to staff, students and parents/carers a detailed timetable for Years 10 and 11 controlled assessments to be published annually in September
- enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries
- monitor adherence to the 40% terminal assessment rule enter students' 'cash-in' codes for the terminal exam series for applicable courses. take responsibility for receipt, safe storage and safe transmission of controlled assessment /NEA materials, whether in CD, digital or hard copy format
- distribute mark sheets for NEA for teaching staff to record internal assessment marks for appeals process.
- receive periodic reports from subject leaders on the arrangements for controlled assessments

## The SENDCO will

- ensure access arrangements have been applied for and are being implemented
- liaise with teaching staff to meet requirements for LSA support with the implementation of access arrangements.

---

## Word Processing

**RAISE-AP** complies with the chapter 4 of the AA & RA – Managing the needs of candidates with disabilities and principles for the centre.

The purpose of using a word processor is to ensure where possible, that barriers to an assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The use of a WP is only permitted whilst ensuring the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

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

Candidates may not require the use of a word processor in each specification. Subjects and their methods of assessments vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis by the SENCo.

The use of a word processor should be processed at the start of the course, having firmly established a picture of need and normal ways of working during years 7-9.

However, in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, the use of a word processor should be applied for as soon as is practicable.

The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

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

The only exceptions to the above would be a temporary injury or impairment.

As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects or all. Evidence is needed for every subject to show a history of WP usage. It cannot suddenly be used at the time of the exam.

The SENCo and assessor must work with teaching and support staff and the exams officer to ensure that a WP is used for internal provision tests, mock examinations and formal examinations. The candidate must have appropriate opportunities to practise using a WP before their first exam.

If the candidate has never made use of the WP that is provided then this is not their 'normal way of working'. Taking this into account the SENCo may consider withdrawing the use of a WP, provided the candidate will not be placed at a substantial disadvantage.

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

[RAISE-AP](#) complies with AA chapter 5 Access arrangements and adjustments as follows:

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

The use of WP in non-examination assessment components will be considered standard practice unless prohibited by the specification.

It is permissible to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers

The centre is aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

In all cases, ensure that a word processor cover sheet is completed and included in each candidate's typed script (according to the instructions issued by the individual awarding body).

It does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

## Word Processors and their programmes

**RAISE-AP** Complies with ICE instructions by ensuring:

- Word processors are used as a type-writer, not a database, although standard formatting software is permitted
- Word processors are in good working order at the time of the examination
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read another's screen
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used
- Documents are printed after the examination is over
- Candidates are present to verify that the work printed is their own
- Word processed scripts are inserted/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the body.
- Word processors are not used to perform skills that are being assessed
- Candidates are not given access to other applications such as a calculator (where prohibited in the exam)
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or they are using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software

## Accommodating Word processors in examinations

Candidates using word processors (including laptops) are internally accommodated in a separate venue away from the Sports Hall.

Invigilation cover will be suitable and sufficient for the number of candidates in the room.

---

## Raise Values

Our **RAISE-AP values** (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations), invest (tailoring setup for our young people) social skills (becoming part of a community) which are linked to our Examinations policy.

---

## Appendix I

### **Criteria for awarding and allocating word processors and 25% extra time for examinations**

A candidate who cannot write legibly because he/she has significant learning difficulties. It is their normal way of working within the centre because their teachers cannot read their writing. The candidate is very proficient at using a word processor.

A candidate does not have a learning difficulty, but they are a messy hand writer, which is extremely difficult to decipher. As a result, a word processor becomes their normal way of working.

A candidate who has significant learning difficulties has quite legible writing, but they make many omissions and they cannot order their ideas correctly. As a result, the answer sheets become difficult to understand. A word processor is then granted.

A candidate has a below average free writing speed and they therefore qualify for extra time. However, using a word processor is also their normal way of working within the centre. When typing, they can produce written work effectively and therefore, by the SENCo granting the use of a word processor, it has removed the barrier presented by the slow handwriting. If there are still some examinations where the candidate is still writing by hand (maths and science) then the candidates cognitive processing will need to be assessed to see if they will qualify for 25 % extra time (they will require 2 below average standardised scores or one below average standardised score or one below average standardised score and one low average standardised score).

A candidate with significant learning difficulties has a below average speed of writing and below average scores in areas of cognitive processing and reading speed. They have, as a result, used a word processor which has in turn matched the equivalent average writing speed. Yet the candidate has significant and persistent difficulties in interpreting questions and formulating their typed answers, in this case they are then granted 25% extra time by the SENCo.

## Appendix II

### Internal Appeals Procedure

#### Policy on Internal Assessments for Qualifications with English Awarding Bodies

In accordance with the Code of Practice for the conduct of external qualifications produced by the Teaching Agency, [RAISE-AP](#) is committed to ensuring that:

- Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject.
- The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.
- Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

### Written Appeals Procedure

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise students and parents/carers of these procedures.

Appeals may be made to the provision regarding the procedures used in internal assessment, but not the actual marks or grades submitted by the provision for moderation by the Awarding Body.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer and members of the Senior Leadership Team. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.

The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

### Statement for Students

“If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams (e.g. controlled assessment/portfolio/projects) you should see the Examinations Officers, as soon as possible”.

## Appendix III

### Appeals against Internal Assessment of Work Policy

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

**RAISE-AP** 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. **RAISE-AP** 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.

**RAISE-AP** will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

**RAISE-AP** will inform candidates that they may request copies of materials (e.g. assessment grid and mark scheme, copy of the marked work and relevant subject specification) to assist them in considering whether to request a review of the centre's marking of the assessment.

**RAISE-AP** will, having received a request for copies of materials, promptly make them available to the candidate.

**RAISE-AP** will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

**RAISE-AP** 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.

**RAISE-AP** will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

**RAISE-AP** will ensure that the review of marking is carried out by another independent member of staff who has appropriate competence, has had no previous involvement in the initial assessment of that candidate and has no personal interest in the review.

**RAISE-AP** will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

**RAISE-AP** will inform the candidate in writing of the outcome of the review of the centre's marking. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

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

## Appendix IV

### Use of Word Processors in Examinations

The vast majority of students are expected to hand write in examinations. Where the use of word processors is permitted, it must be the students normal way of working.

Use of a word processor may be allowed in some circumstances where a student has difficulties with handwriting. Some examples are set out below:

A student has:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational problems when writing by hand
- Poor handwriting.

This list is not exhaustive and the decision to allow a word processor rests with the provision.

The use of a word processor will not be allowed simply because a student prefers to.

To be allowed to use a word processor in examinations, it must be the candidate's normal way of working. The spelling, grammar and punctuation check will not be available except in certain circumstances where permission has been granted by the examination boards.

The word processor used in the examination must be provided by the provision and cannot be provided by the candidate or parents/carers.

## Appendix V

### Access Arrangements

#### The Rationale for Exam Access Arrangements (EAA)

- EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- EAAs should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.
- EAAs are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Credit is only given for skills demonstrated by the candidate working independently.
- EAAs are not intended to give an unfair advantage.
- EAAs will not be permitted if they compromise the assessment objectives of the specification in question.
- EAAs may vary between subjects because different subjects and methods of assessments may have different demands.
- An alternative assessment route may be available within the specification.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled.

#### The Exam Access Arrangements that are available

- Supervised rest breaks
- Extra time
- Computer reader/reader
- Scribe
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Bilingual translation dictionaries
- Modified papers (e.g. coloured/enlarged paper)

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements.

All of the above EAA have to be a student's normal way of working with evidence provided. JCQ prefers all other EAA to extra time.

Our normal provision in the case of reading difficulties meeting the criteria is to use a Computer Reader rather than a human Reader where possible.

## **Staff roles in determining and managing EAA**

### **Examinations Officer**

- To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- To ensure the agreed EAA provision is updated in SIMS Exams tool.
- To manage any on the day questions and queries regarding EAA provision.
- To put in place (in conjunction with Learning Support) any on day provisions – such as
- medical emergencies.
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.

### **SENDCO**

- To ensure there is a 'whole centre' approach to access arrangements. It is therefore the responsibility of the head of centre, members of the Senior Leadership Team (SLT) and the assessor(s)/SENCO within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- The SENDCO, fully supported by teaching staff and members of the SLT, must lead on the access arrangements process within his/her centre.
- Teaching staff and members of the senior leadership team must support the SENCO in determining and implementing appropriate access arrangements.
- Ideally, the SENDCO will also be the in-house assessor and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications. At [RAISE-AP](#) both the SENDCO and one other member of the Learning Support team are assessors.
- 

### **Assessor**

- To build a picture of need and provision from evidence gathered at KS3 and 4.
- To administer recognised psychometric testing using a relevant and recently standardised test after gathering evidence from teachers and student interviews.
- To assist the SENDCO in the decision making process about EAA.

## Teaching Staff

- To be vigilant for students whose needs may not already have been identified - at both KS3 and 4. To trial the use of an access arrangement and to inform the SENDCO of the student's needs in good time. Teaching staff should be driving the process and not the SENDCO.
- To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENDCO.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct EAAs are in place for controlled assessments.

## Procedure for medical letters

- Letters from medical professionals will trigger an investigation but the medical condition also needs to be supported by evidence from within the provision otherwise it is considered malpractice. EAAs cannot be awarded purely on the basis of a medical letter. Please note that letters from GPs cannot be used as evidence; letters must be from a specialist.

## Private assessments/Ed Psych reports

- We may choose not to accept these as it is discriminatory against students who cannot afford a private report. We can only accept private reports as part of wider provision evidence. A student's 'normal way of working' in provision is paramount. EAAs cannot be awarded purely on the basis of a private assessment/Ed Psych report. Before commissioning a private report please make sure that you have met with the SENCO.

## Malpractice

- Schools are regularly inspected to ensure they have followed JCQ regulations – usually every summer during the examination season. The consequences of malpractice can be severe. These may include disqualification for the student from one or more examinations, disqualification for a whole cohort of students, or even the centre being closed down for up to 5 years.
- Examples of malpractice include:
  - Students being granted EAA which are not their normal way of working
  - EAA being ‘suddenly’ granted before examinations
  - EAA being granted when a student has no history of need or provision
  - EAA being granted without sufficient evidence
  - Students not using their EAA in a mock examination and still being allowed it in the real examination

## Appendix VI

### Assessors for Access Arrangements

On appointment the Head of Provision will check the qualifications of assessors.

The Head of Provision will confirm that the qualifications meet the criteria set out in Section 7 of the JCQ Adjustments for candidates with disabilities and learning difficulties. Currently these are:

- An access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual assessment and/or
- A specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by BDA, the Dyslexia Guild or Patoss and listed on the SASC website
- An appropriately qualified psychologist registered with the Health and Care Professionals Council who may conduct assessments to be recorded with Section C of Form 8 and where necessary undertake full diagnostic assessments (JCQ 7.3.3, accessed 11/10/18)

The SENDCO will retain a copy of qualifications at the front of the Year 11 Access Arrangements drawer for inspection purposes.

The provision will facilitate the assessor and SENDCO to attend annual training regarding access arrangements

In order to ensure that the assessors have the following:

- a thorough understanding of the current edition of the regulations,
- familiarity with the Equality Act 2010 in order to help identify access arrangements that might assist the candidate

No reports will be accepted as evidence for access arrangements unless the assessor meets the required criteria and has an established working relationship with the centre before an assessment.

Before the assessment the SENDCO will provide the assessor with background information, i.e. Section A of Form 8. Assessors employed by the centre may also complete Section A of Form 8.

## Appendix VII

### Disruption and Mitigation Plan

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

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

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

Centre actions: **tasks managed by the Head of Provision**

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

Centre actions: **tasks managed by the Head of Provision**

- Pre-exams
  - exam timetabling, rooming allocation; and invigilation schedules not prepared
  - candidates not briefed on exam timetables and awarding body information for candidates
  - exam/assessment materials and candidates' work not stored under required secure conditions
  - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Centre actions: **tasks managed by the Head of Provision**

- Exam time
  - exams/assessments not taken under the conditions prescribed by awarding bodies
  - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
  - candidates' scripts not dispatched as required to awarding bodies

Centre actions: **tasks managed by the Head of Provision**

- Results and post-results
  - access to examination results affecting the distribution of results to candidates
  - the facilitation of the post-results services

Centre actions: **tasks managed by the Head of Provision**

### **SENCo extended absence at key points in the exam cycle**

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

- Planning
  - candidates not tested/assessed to identify potential access arrangement requirements
  - evidence of need and evidence to support normal way of working not collated

Centre actions: **tasks managed by the Head of Provision + SENCO and Staff Leads**

- Pre-exams
  - approval for access arrangements not applied for to the awarding body
  - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
  - staff providing support to access arrangement candidates not allocated and trained

Centre actions: **tasks managed by the Head of Provision + SENCO and Staff Leads**

- Exam time
  - access arrangement candidate support not arranged for exam rooms

Centre actions: **tasks managed by the Head of Provision + SENCO and Staff Leads**

## **Teaching staff extended absence at key points in the exam cycle**

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in:
  - candidates not being entered for exams/assessments or being entered late
  - late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- Subject Leaders to make Exams Officer aware of pre-release material needed and request it.
- Late entries would be made once alerted to the situation the late fees would be payable out of the subject departments budget (as per Exams Policy)
- Exams Officer would alert the board that IAM and controlled assessment would be late and ask for an extension

## **Invigilators - lack of appropriately trained invigilators or invigilator absence**

Criteria for implementation of the plan

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

Centre actions:

- Internal staff members are trained as backup invigilators i.e. Admin staff, LSA's, cover supervisors etc.
- The external invigilators have the home telephone number of the Exams officer and most external invigilators are happy to be called in at short notice.
- SLT to run exams

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

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Centre actions: **external exams take precedent of all rooms**

## **Failure of IT systems**

Criteria for implementation of the plan

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

Centre actions:

- In case of an MIS system failure information would be taken from the hard copies created during the mock exam season and uploaded via the Exam Board secure internet sites.
- In case of a MIS system failure at results release time, advice sought from Exam Boards and hard copy Statement of Results requested.

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

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
- The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions:

- Open for exam candidates only if possible
- Use alternative venues. Dependent on Awarding Body approval.

- Contact other local school to see if they can facilitate us, prioritising those students who will be facing exams shortly
- Seek advice from the Awarding Body and apply for Special Consideration for candidates affected
- Offer candidates a resit at next series if it possible
- Inform students in a timely manner of arrangements

### **Candidates unable to take examinations because of a crisis – centre remains open**

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal
- The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- Firstly if the candidate can resit at a later date this would be the best scenario
- Where the candidate/s are unable to sit the exam (and no retake opportunity exists) special consideration would be applied to those subjects meeting minimum requirements.
- Where the candidate/s are unable to sit the exam due to being considered contagious, we would explore the options of (i) sitting it at home/hospital, if feasible (ii) onsite but separated.
- Guidance and approval from the Awarding Body would be sought in all cases

### **Centre unable to open as normal during the exams period**

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations
- 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. [JCP scenario 5]

Centre actions:

- Open for exam candidates only if possible
- Use alternative venues. Dependent on Awarding Body approval or local schools such as NFA and Applemore Technology College

- Seek advice from the Awarding Body and apply for Special Consideration for candidates where they have met the minimum criteria
- Offer candidates a resit at next series if possible
- Inform students in a timely manner

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

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations
- The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- Contact the Exam Board in advance to inform them that the exam papers have not been received. All papers are logged and recorded into the building and ticked off of a timetable, this is general practice so that we are well aware of an arising situation. Exam Board arrange another courier or if on the day of exam email the paper securely or upload it to their secure website for download.

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

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts
- The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- Seek advice from the awarding body
- Ensure secure storage if they are arranging another pick-up at a later date
- If it is ParcelForce that have not collected, drop the package into a designated approved post office for the Yellow Label Service

## **Assessment evidence is not available to be marked**

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- Head of Centre to inform the Awarding Body and work with them to ensure the best outcome for the students
- Inform the students and parents

## **Centre unable to distribute results as normal**

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post- results services
- Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:

- Students would be informed of issue via email
- We could hire a local venue from which to distribute results
- Results can be electronically distributed via email

## **Ofqual**

*Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

## JCQ

*General regulations*

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

*Guidance on alternative site arrangements*

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

*Instructions for conducting examinations*

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

*A guide to the special consideration process*

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

## GOV.UK

*Emergencies and severe weather: schools and early years settings*

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

*Teaching time lost due to severe weather conditions*

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

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

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