



Exams Policy

This policy was approved and ratified by

Cox Green School

On 21st October 2016

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1. Introduction - The 11-19 Exams' Policy

The purpose of this Exams 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 and candidates.

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

The Exam Policy will be reviewed annually.

The Exam Policy will be reviewed by the Exams Officer and Assistant Headteacher with responsibility for exams.

2. Exam responsibilities

Exam's Officer

- Manages the administration of public and internal exams;
- Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies;
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them;
- Consults with teaching staff to ensure that necessary coursework / controlled assessment is completed on time and in accordance with JCQ guidelines;
- Provides and confirms detailed data on estimated entries;
- Receives, checks and stores securely all exam papers and completed scripts;
- Administers access arrangements and makes applications for special consideration using the JCQ publication 'Access arrangements, reasonable adjustments and special consideration'.
- Identifies and manages exam timetable clashes;
- Accounts for income and expenditures relating to all exam costs/charges;
- Line manages the invigilation team, organising the recruitment, training and monitoring a team of exams invigilators responsible for the conduct of exams;
- Submits candidates' coursework / controlled assessment marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests;
- Maintains systems and processes to support the timely entry of candidates for their exams;
- Notifies all staff of a candidate's entitlement to Exam Access Arrangements once confirmed by the Exam Boards;



- Ensures that all special considerations for candidates are forwarded to the appropriate Exams Boards with all supporting evidence.

Learning Leaders are responsible for:

- Deciding with the Senior Leadership Team which syllabus will be taught and informing the Exams Office of any changes;
- Ensuring that all exam codes are correct;
- Liaising with the teachers in their department to make sure that all candidates are entered for the correct exams/tiers; making sure that all the entries are received by the Exams Office in time, and authorising any late entries if needed/withdrawals;
- Submitting all estimated grades and coursework/controlled assessment grades to the Exams Office;
- Ensuring that all coursework/controlled assessments are marked and dispatched on time;
- Deciding on individual resit requests at GCSE and A level in conjunction with the Assistant Head (exams).

Teachers are responsible for:

- Identifying and then notifying The Inclusion Manager/Exam's Manager of any concerns regarding individual students who may need access arrangements requirements (as soon as possible after the start of the course);
- Submission of candidates' names and tier of the paper to be sat to Learning Leaders.

The Inclusion Manager is responsible for:

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

Candidates are responsible for:

- Confirmation and signing of entries;
- Understanding coursework/ controlled assessment regulations and signing a declaration that authenticates the coursework/controlled assessment as their own;
- Informing the centre of any circumstances which may require special consideration to be applied for.

3. Qualifications

The qualifications offered at this centre are decided by the Learning Leaders and Senior Leadership Team.

The qualifications offered are GCE, GCSE and BTEC.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the exams office must be informed by the end of September.



Informing the exams office of changes to a specification is the responsibility of the Learning Leaders.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Assistant Head with responsibility for examinations.

4. Exam Series and Timetables

Exam seasons

Internal Year 11, 12 and 13 Mock exams and assessments are scheduled in December and Year 7 – 10 in July, all of which are held under external exam conditions.

External exams and assessments are scheduled in November and June.

The Assistant Head (exams) decides which exam series are used in the Centre in consultation with the Headteacher.

On-demand tests can be scheduled only in windows agreed between the Exams Officer and the Senior Leadership Team.

Timetables and Communication

In advance of each exam season (mock and external), examination timetables are provided by the Examinations Officer to students and staff.

A member of the Senior Leadership Team will ensure parents receive details of examination arrangements.

In advance of each exam season supporting guidance for students and/or parents is provided by the appropriate member of the Senior Leadership Team.

Information will be published on the school website.

5. Estimated grades

Learning Leaders are responsible for submitting estimated grades to the Exams Officer when requested by the Exams Officer.

6. Entries, entry details and late entries, including retakes

Candidates are selected for their exam entries by the Deputy Achievement Leaders (6th form) and the Learning Leaders.

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The Centre accepts entries from external candidates.

The Centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Learning Leaders via email and internal post/pigeon hole.



Late entries for retakes are authorised by Learning Leaders and Exam Officer.

GCSE retakes will be permitted under exceptional circumstances. Decisions regarding individual retakes will be taken by the Assistant Head (exams) after consultation with the Learning Leader. Parents/students may request a retake.

There is no restriction on the number of AS module retakes. These are paid for by the candidates. AS retakes are allowed.

There is no restriction on the number of A2 retakes. These are paid for by the candidates. A2 retakes are allowed.

A2 / AS retake decisions will be made in consultation with candidates, subject teachers and Learning Leaders.

7. Exam fees

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. Departments may be charged for late withdrawals or changes which incur a cost to the school.

GCSE entry exam fees are paid by the Centre the first time.

AS entry exam fees are paid by the Centre the first time.

A2 entry exam fees are paid by the Centre the first time.

Late entry or amendment fees are paid by the Departments.

Fee reimbursements are sought from candidates under the following circumstances:

- those who decide to sit an exam after the late entry deadline;
- those who decide to withdraw after the withdrawal deadline;
- those who fail to sit an exam;
- those who do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the candidates for AS/A2 exams. Consideration will be given to pupil premium students.

8. Disability Discrimination Act

All exam centre staff must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006. The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of



employment and education.

A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

To find out more about the requirements of the DDA visit the DDA information page on the QCDA website.

The centre will meet the disability provisions under the DDA (or the Equality Act 2010 once in force), by ensuring that the Exams Centre is accessible and improving candidate experience. This is the responsibility of the Head of Centre and Exams Officer.

9. Access arrangements

Some candidates may be entitled to access arrangements. This can occur where a candidate has a significant difficulty or disability which has a clear, measurable and substantial adverse effect on their performance. The Centre has a responsibility to clearly explain candidates' normal way of working, and to clearly demonstrate the need for any access arrangements. It is the responsibility of the Inclusion Leader to assess whether candidates should be entitled to access arrangements, and to store all relevant evidence. If parents have concerns regarding their son/daughter, they should contact the Inclusion Leader. The Centre does not accept privately commissioned assessments or reports.

If the Inclusion Manager believes that a candidate should be entitled to access arrangements, s/he must then inform the Exams Officer, who will in turn submit access arrangement applications to the Awarding Body. The Exams Officer will then inform Learning Leaders where access arrangements have been granted and make all necessary arrangements.

Where a candidate suffers a temporary injury or impairment, the Exams Officer will investigate whether access arrangements are appropriate. The Exams Officer is responsible for making access arrangements for candidates to take exams, including rooming, invigilation, and providing appropriate support for candidates who require access arrangements.

10. Contingency planning

Contingency planning for exams administration is the responsibility of the Assistant Head (exams).

11. Managing Invigilators

The school's invigilators will be used for internal exams and external exams.

Recruitment of invigilators is the responsibility of the Exams Office.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Centre administration.

DBS fees for securing such clearance are paid by the Centre.



Invigilators are timetabled and briefed by the Exams Office.

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

Invigilators will be observed at least once during each exam season.

12. Malpractice

The Exams Office is responsible for investigating suspected malpractice and reporting to the Head of Centre.

13. Exam days

The Exam's Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator. The Site Manager is responsible for setting up the allocated rooms.

The Exam's Officer or nominated invigilator will start all exams in accordance with JCQ guidelines.

In practical exams subject teachers may be on hand in case of any technical difficulties otherwise teaching staff may not be present in any exam room.

Papers will be distributed to Learning Leaders at the end of the exam session.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

14. Candidates

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other 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 are expected to stay for the full exam time at the discretion of the exams officer or senior invigilator.

Note: candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently.

Clash candidates

The Exam's 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 centre, 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 by providing a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Private candidates

Managing private candidates is the responsibility of the Exams Officer

15. Internal Assessments and Appeals

Internal assessment replaces the largely discontinued term coursework

It is the duty of Learning Leaders to ensure that all internal assessment is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Learning Leaders/teachers can indicate to students how they have done in internal assessments, however, students must also be aware that this mark is preliminary and may change due to moderation. Marks for all internally assessed work and estimated grades are provided to the Exams Office by the Learning Leaders. The Learning Leader will keep a copy of these marks in case of query.

Appeals against internal assessments must be made by the 15th September of each year.

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy. (See Appendix 1).

16. Results

Results, enquiries about results (EARs) and access to scripts (ATS)

Candidates will receive individual result slips on results days, in person at the Centre.

Arrangements for the centre to be open on results days are made by the Exams Officer.

The provision of staff on results days is the responsibility of the Exams Officer.

Enquiries about results (EARs)

EARs may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.



If a result is queried, the Exams Officer, 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 support a candidate's or parent's request for an EAR, 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.

Where papers are remarked, results can go down as well as up.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of papers by 15th September each year.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained and the appropriate form signed. This will be charged to the department.

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

17. Certificates

Certificates will be issued, signed for and dated in school to candidates who have remained on the school roll. Certificates for those who do not return to school will be posted (first class) or recorded delivery (ECDL)

Certificates can be collected on behalf of a candidate by third parties, provided they have written authorisation to do so.

Certificates are withheld from candidates who owe fees.

The Centre retains certificates for one year.

A transcript of results may be issued if a candidate agrees to pay the costs incurred.

18. Emergency Procedure

In the unlikely event of a fire alarm, bomb alert or other serious emergency during an exam, the following will apply:

- There are two types of warning bells in the school. The first is a continuous bell which is the fire alarm bell and the exam invigilators will be notified if the candidates need to evacuate. The second is five short bells followed by a gap and then five more. This means that you should stay in the room and the exam invigilators will receive further instructions;
- Once it has been established that evacuation of the building is required, the candidates will be asked to stop writing and turn their paper over. The invigilators will make a note of the time;
- The candidates must leave their question and answer papers along with any equipment on their desks. All personal possessions are to remain in the room;
- The candidates will be reminded that they can be disqualified if they communicate with each other or any other person at ANY time whilst outside of the examinations room or in the process of returning to the examinations room;



- The candidates will be asked to leave the room quickly and quietly in single file and in their seating order;
- The invigilators/staff will accompany the candidates at all times;
- They will be accompanied to the field behind the Sports Hall away from other students;
- A note will be made of how much time the candidates are out of the exam room;
- An attendance register using the seating plan will be taken and the invigilator will ensure that the candidates are lined up in that order;
- During the period of evacuation an invigilator will stay local to the examination room to ensure security of papers, if it is safe to do so;
- When instructions are given, the candidates undertaking exams will be dismissed from the allocated area first and should return to the examination room in silence;
- The attendance register will be retaken to ensure all the candidates have returned to the exams room;
- The exam will recommence allowing the candidates to have the correct remaining amount of time to finish the examination;
- A report will be completed by the Exams Officer detailing the incident.

19. Communication of policy

This policy will be published on the school website and the staff Information M Drive.

20. Evidence of implementation

Governors may ask the Exams Manager for a report on the implementation of the policy and any issues arising from the public examinations process and any inspections that have been carried out.

21. Review

This policy will be reviewed every 3 years by the Teaching and Learning Committee.



APPENDIX 1

Cox Green School

Internal Assessment Appeals Procedure

In accordance with the Code of Practice for the conduct of external qualifications produced by the QCA, Cox Green School is committed to ensuring that:-

- Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates has been 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 of these procedures.

- Appeals may be made to the School regarding the procedures used in the internal assessment, but not the actual marks or grades submitted by the School for moderation by the Awarding Body.
- A student or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer, as soon as possible to discuss the appeal, and a written appeal must be received by the School within 14 days of submission of work for internal assessment.
- The Assistant Head will lead this process, and will be responsible for disseminating information to all students (and their parents/carers) about the appeals procedures and for informing the Headteacher of the existence and outcome of any such appeals.
- The appeal must be in writing, stating the details of the complaint and the reasons for the appeal. The appeal must be submitted to the Examinations Office of Cox Green School within 14 days of submitting their work for assessment.
- On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer and the Headteacher. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.
- The teacher(s) concerned in making the assessment in question will be given a copy of the appeal and be given the opportunity of responding to this in writing within 7 days, with a



copy sent to the candidate.

- The appeal will be heard by a panel consisting of two independent people who have not previously dealt with the case. One of these may be a senior member of staff and the second another independent person e.g. another member of staff or governor.
- The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and or any steps taken to further protect the interests of the candidates.
- The Examinations Officer will inform the relevant Awarding Body as soon as possible if there is any change to an internally assessed mark as a result of an appeal.
- If the candidate is not happy with the written response from the panel they may request a personal hearing. A hearing will be arranged by the Assistant Head, giving reasonable notice to all concerned. The candidate may have sight of all relevant documents (e.g. marks given, the assessments made) in advance of the hearing. Where the candidate is presenting their own case, they may be accompanied by a (single) carer or friend. The teacher(s) and candidate may have the opportunity to hear each other's submission to the panel at the hearing.

Information 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. coursework/portfolio/projects/ performance), you should first speak with your subject teacher and/or your form tutor and discuss the matter fully with him/her. Hopefully this will resolve the situation. If you are still unhappy, you should then see the Examinations Officer as soon as possible.

Enquiries About Results (Re-marks)

Where a candidate is unhappy with the mark awarded for a particular exam unit (e.g. written exam, coursework, practical assessment, etc), a clerical check or re-mark may be requested via the Exams Office. The candidate will be required to acknowledge that his/her grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request. The decision as to whether to support such an enquiry will be made by Cox Green School on the basis of several factors, including knowledge of the exam system and professional judgement.



**Appendix 1 Cox Green School
Internal Appeal Request Form**

Name of Student: Candidate No:

Exam Board: Subject:

Module: Series:

Mark Recorded by Centre:

Moderated by Board: Y/N

New mark after moderation, if changed:

Have you had access to your marked piece with comments recorded by the Centre? Y/N

Have you seen the correspondence, if any, between the Centre and the Awarding Body? Y/N

Have you seen the relevant Awarding Body procedures for the conduct of internal assessments?
Y/N or N/A

Please give your reasons for requesting an appeal against the procedures used for the internal
assessment?

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I (please state name)agree to meet all costs involved if the appeal
goes against me.

Signature of Candidate:

Date:



APPENDIX 2

Controlled Assessment Policy (taken from the Assessment Policy)

Procedure

Departments complete the Controlled Assessment part of the External Assessment – Departmental Request Form and submit it to the Examinations Officer. The Assistant Head (Assessment) will then confirm whether the Controlled Assessment can take place at the requested time. This will happen during the summer term of the year preceding the Controlled Assessments taking place.

If departments wish to change or further specify the timing of their Controlled Assessments, they must submit this request to the Examinations Officer. The Assistant Head (Assessment) will confirm whether this change or further specification is acceptable.

Where Controlled Assessments occur under high levels of control, and where students are using computers, then the IT technicians must be informed at least four weeks in advance. The IT technicians will then ensure that the internet is disabled and that learners only have access to their work during the lessons when Controlled Assessment is taking place.

Setting Controlled Assessments

- Departments must check whether tasks are to be set by the Awarding Body or by departments themselves. This information is contained in the subject specifications.
- Teaching and Controlled Assessment must be entirely separate.
- Candidates should know the assessment criteria.
- It is acceptable to give candidates mark schemes.
- Learners must not be given writing frames during Controlled Assessment.
- Learners can, under some circumstances, be given topic headings for parts of work.

Completing Controlled Assessments

- Awarding Bodies will impose a high, medium or low level of control.
- In general practical subjects are low or medium level.
- In general academic subjects are high level.
- The greatest confusion arises with medium level control – so checking with Awarding Bodies is essential.

High/Formal Level of Task Taking

- Learners must be directly supervised at all times.
- Learners may not access email, internet, mobile phones or other digital devices. Phones must be switched off and in bags.
- Exam invigilators are not required.
- The notices provided by the Exams Office must be displayed.
- Any display material that would be helpful must be removed.
- Staff must use the 'Controlled Assessment Supervision Log' (Appendix) to record the time and date of assessment, the name of supervisors, lists of absences. Staff must keep log of any incidents. These should be emailed or handed to the Examinations Officer.



Medium / Informal Level of Task Taking

- The use of resources is not tightly prescribed.
- Group work may be permitted.
- Assessable outcomes must be attributable to individual learners.
- There is no need for direct supervision at all times.
- No plagiarism is allowed.
- Sources must be clearly identified.
- Work must be the candidate's own.

Low / Limited Level of Task Taking

- Work may be completed without direct supervision.
- Awarding Body will give parameters.

Resources

- In general, use of the Internet is permissible in research and planning stages; not when final work is being word processed or written.
- Direct and indirect quotations MUST be attributed using quotation marks.
- Use author, year, page number.
- Use precise web page address plus date of downloading.

Collaboration and Feedback

- Specifications may permit collaboration eg when undertaking research but the final work must be the candidate's own.
- Feedback is permitted but the nature of any guidance and details of any feedback must be clearly reported. Any advice to individual candidates over and above that given to the class as a whole must be recorded separately. Feedback should be logged on the 'Controlled Assessment Feedback Log (see below).' This is to be emailed or given to the Examinations Officer.

Students with Extra Time

- Many students are entitled to up to 25% extra time in their examinations. They are also entitled to that 25% extra for Controlled Assessment. Subject teachers should ensure that appropriate arrangements are in place to ensure they have their extra time. One way to manage this is to have a longer window for Controlled Assessment than most students will need. Most students will therefore finish their Controlled Assessment early, and can move onto other tasks set by the teacher. Those who require extra time, or who have missed lessons, can then complete their Controlled Assessment in the window available.
- The Examinations Officer will ensure that Learning Leaders have the names of these students.

Use of Images

Where learners include videos or photos of themselves to be used in Controlled Assessments, subject teachers must check with the Office that consent has been given by parents/carers. No videos or photos of students may be used without parental consent.

Security

- Work should be stored by subject departments.



- Written work must be secured in a locked metal cabinet.
- Where there is a practical need, materials can be left in a locked classroom from the end of one session to the start of the next. This may also happen where materials need to dry overnight etc.

Authentication Procedures

- Work must be authenticated by candidates and teachers, using the authentication form produced by awarding bodies or the Cox Green version.
- Where work has not been authenticated, Awarding Body will give 0 marks.

Internal and External Standardisation

- There must be one person in overall charge of standardisation for each specification (usually the Learning Leader or Key Stage 4 manager).
- There should be trial marking exercises before marking of all scripts.
- Standardisation procedures should take place after marking of all scripts.
- Details on annotation are included in the JCQ Instructions for conducting Controlled Assessments.
- Departments must retain evidence that internal standardisation has been carried out.
- Procedures for external standardisation are similar to coursework.
- Refer to Awarding Body specifications or to JCQ Instructions for Conducting Controlled Assessments.

Submission of Marks

- Marks must be submitted to the Awarding Body by the required date.
- Samples required for external moderation must be despatched.
- Those not required for moderation must be stored securely until all possible post-results services have been exhausted.
- Assessments can be returned after deadline for enquiries about results has passed or after an enquiry about results has been exhausted.

Malpractice

Candidates must not:

- Submit work which isn't their own.
- Lend their work to others.
- Allow others to use their own independently sourced material.
- Use any information without attribution.
- Any malpractice must be reported to the Examinations Officer.

Miscellaneous Controlled Assessment Issues

- Candidates may appeal against the marks awarded by the school using the school's Appeals Procedure.
- Candidates suffering prolonged absence may be able to submit a reduced quantity of work provided all assessment objectives have been covered. A special consideration form exists for this.
- Candidates wishing to re-do their Controlled Assessment before marks are submitted must do a different task.
- Candidates wishing to resit their Controlled Assessment after marks have been submitted



can do the same task, but their work must be entirely new.

Staff Responsibilities for GCSE Controlled Assessment

Senior Leadership Team

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

Learning Leaders

- Decide on the Awarding Body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the Awarding Body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to Controlled Assessment.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample Awarding Body assessment tasks to meet local circumstances, in line with Awarding Body specifications and control requirements.
- Supply to the exams office details of all unit codes for Controlled Assessments

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting Controlled Assessments.
- Understand and 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 are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to 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 through the exams office to the Awarding Body when required, keeping a record of the marks awarded.

- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the Inclusion Manager via the Exams Officer for any assistance required for the administration and management of access arrangements eg for students with Special Educational Needs, who need laptops, or who have been granted extra time.

Exam's Office staff

- Enter students for individual units, whether assessed by Controlled Assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- Organise collection and sending of Controlled Assessment samples required by the external moderator.
- On the few occasions where Controlled Assessment cannot be conducted in the classroom, arrange suitable accommodation where Controlled Assessment can be carried out, at the direction of the senior leadership team.
- Support the Inclusion Manager in ensuring that access arrangements have been applied for.
- Ensure access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them, where this support is above and beyond the support such students normally receive in lessons.

Inclusion Leader

- Ensure access arrangements have been applied for.
- Support the Examinations Officer to ensure that access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them.



APPENDIX 3

Controlled Assessment Risk Management Process

	Remedial Action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Learning Leader
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Learning Leader
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Learning Leader
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Cover Manager



Controlled Assessment Risk Management Process

	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	I.T. Network Support Manager
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Teacher



Controlled Assessment Risk Management Process

	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Exams Officer & Subject Teacher
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Teacher
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Exams Officer
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Exams Officer

* Not all GCSE controlled assessments will require the completion of a study diary or study plans



Controlled Assessment Risk Management Process

	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Exams Officer
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Learning Leader
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.



Controlled Assessment Risk Management Process

	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Subject Teacher
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Exams Officer/ Senior Leadership
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Learning Leader
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Learning Leader/ Exams Officer



Controlled Assessment Risk Management Process

	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	<p>Learning Leader/ Senior Leadership</p>
Centre does not run the standardisation activity as required by the awarding body	<p>Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted</p>	<p>Check with the awarding body whether a later standardisation event can be arranged</p>	<p>Exams Officer/ Senior Leadership</p>



APPENDIX 4

BTEC Appeals Procedures

All students will be informed about the Appeals Procedure and have access to a copy of the written procedure.

The Appeals Procedure is set in three stages and will be overseen by the Quality Nominee.

The Head of the Centre will be provided with any appeals and their outcome.

There are only 3 grounds on which a learner can appeal:-

- 1. If he/she feels the grading criteria were being met and the teacher failed to recognise this***
- 2. If he/she feels that they have not been supported appropriately during the assessment of the unit by the assessor***
- 3. If the teacher is not willing to accept alternative evidence as meeting the evidence requirement***

Stage 1 - (This stage should be undertaken within 3 working days)

1. The learner communicates the grounds for appeal to the assessor by completing the stage 1 of the Appeals form and providing the evidence for assessment. The learner can obtain the form from the Programme Manager.
2. The assessor makes the Programme Manager and Quality Nominee aware of the grounds for appeal and then re-assesses the work in the normal way against the unit requirements.
3. The assessor will complete the outcome part of the stage 1 form.
4. The assessor communicates the re-assessment to the learner and makes the Programme Manager aware of the outcome.
5. If the learner is still dissatisfied with the outcome of the first stage of appeal then they can progress to stage 2.

Stage 2 – (This stage should be undertaken within 3 working days)

1. The learner communicates the grounds for appeal by completing the second stage of the appeals form and supplying the relevant evidence to the Lead Internal Verifier – unless the initial decision was made by the Lead Internal Verifier, in which case another assessor from the same programme, or a Lead Internal Verifier from another programme undertakes this role.
2. The Lead Internal Verifier, or other verifier, makes the Quality Nominee aware that the appeal has reached the second stage. The Programme Manager internally verifies the work in the normal way against the unit requirements.
3. The Lead Internal Verifier will complete the outcome part of the stage 2 form.
4. The Lead Internal Verifier communicates the outcome of the internal verification to the learner. He/she will also make the assessor and quality nominee aware of the outcome.
5. If the learner is still dissatisfied with the outcome of the second stage of appeal then we move to the final stage of appeal.



Stage 3 – (This stage should be undertaken within 5 working days)

1. The learner communicates the grounds for appeal by completing the final part of the Appeals form and supplying the relevant evidence to the Quality Nominee.
2. At this stage the Quality Nominee will call a meeting of at least 3 people to re-examine the evidence (at least one of whom should not have been involved with the assessment decision) from the team of BTEC assessors and Lead Internal Verifiers.
3. The work will be re-examined by this team and they will complete the part of the Stage 3 form.
4. The Quality Nominee will then hold a meeting with the Head of Centre and learners concerned to communicate the outcome of the appeal.
5. Learners can be allowed to have representation by a parent/guardian if requested.
6. Written records of all appeals should be kept by the school including the outcome of the appeal and reasons for the outcome.
7. A copy of the appeals record should be given to the learner.
8. Full details of any appeal must be made available to Edexcel on request.
9. Edexcel should be informed by the school if any outcome of an appeal has implications for the conduct of assessments of the issue of results at the school.

Edexcel will consider an appeal from the Centre only after the Centre's own internal appeals procedure has been exhausted. Edexcel generally expects most appeals from individual learners to be resolved within the Centre.

Edexcel will only consider appeals submitted by the Head of Centre/Principal. The following are situations where an appeal can be made:

- the Centre disagrees with the outcome(s) from Edexcel's external quality assurance activities
- the Centre questions an approval (centre or qualification approval) or a qualification decision (e.g. malpractice) made by Edexcel
- a learner considers that a decision continues to disadvantage her/him even after the outcome of the Centre's Internal Appeals Procedure.

BTEC Centre Malpractice Procedures

Definition of Malpractice

Centre malpractice relates to the conduct of the assessments and/or the processing of candidates work, mark sheets, cumulative assessment records, certificate claim forms, etc.

Examples of Centre Malpractice:

- Failing to despatch/provide candidate's coursework to the Standards Verifier/Lead Internal Verifier for Quality, Review and Development.
- The inappropriate retention of certificates.
- Failing to retain candidate's coursework in secure conditions after the authentication statements have been signed.



- Failing to report an instance of suspected candidate malpractice in assignments to the appropriate awarding body as soon as possible after such an instance occurs or is discovered.
- Failing to conduct a thorough investigation into suspected assessment malpractice when asked to do so by an awarding body.

Investigations resulting from allegations of malpractice will be investigated by the Headteacher. Any Centre staff suspected of malpractice will be informed of their responsibilities and rights in the first instance.

BTEC Candidate Malpractice Procedures

Teachers are responsible for checking the validity of the learners' internally assessed units. This will avoid candidate malpractice.

Examples of Candidate Malpractice:

- Making a false declaration of authenticity. (Example, when sections of the work have been done by others).
- Misusing assessment material and resources.
- The inclusion of inappropriate, offensive or obscene material in coursework assignments.
- Theft (where a candidate's work is removed or stolen), with the intention to pass the coursework off as one's own.
- The alteration of any results document, including certificates.
- A breach of the instructions or advice of a teacher in relation to the assessment rules and regulations.
- Failing to abide by the conditions of supervision designed to maintain the security of the BTEC assessments.
- Collusion: working collaboratively with other candidates, beyond what is permitted.
- Copying from another candidate, allowing work to be copied.
- The deliberate destruction of another's work.
- Disruptive behaviour during an assessment session (including the use of offensive language).
- Assisting others in the production of coursework.
- Plagiarism: unacknowledged copying from published sources; incomplete referencing.

How to deter candidate malpractice

Teachers should ensure that a large proportion of assigned work is completed with supervision.

The Programme Leader or teacher should cover the following topics with all learners during the induction period:

- Inform learners of the Centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources including websites.



- Refer to the BTEC Centre Handbook and Learner Handbook for policies.
- Programme Managers should also introduce procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc.
- These procedures may include:
- Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner.
- Altering assessment assignments/tasks/tools on a regular basis.
- The assessor assessing work for a single assignment/task in a single session for the complete cohort of learners.
- Using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work.
- Assessors getting to know their learners' styles and abilities, etc.

Learners have a responsibility to ensure all work they hand in to be marked is their own. Any additional help or support that they have received must be reported to the assessor before the candidate signs the Authentication of Work statement.

Responding to suspected candidate malpractice

This will be reported to the Programme Manager who will inform the Quality Nominee and the Exams Officer. An investigation of the alleged malpractice will follow. Consequences will vary on the outcome of the investigation but may include the candidate's malpractice being reported to Edexcel. This may result in the candidate being withdrawn from the course and/or being prevented from taking a qualification with this board for one year.



APPENDIX 5 Exam Contingency Plan

Purpose of the plan

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

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process:

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

Criteria for implementation of the plan

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

- *Planning*
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *Entries*
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - candidates not briefed on exam timetables and awarding body information for candidates
 - exam/assessment materials and candidates’ work not stored under required secure conditions
 - internal assessment marks and samples of candidates’ work not submitted to awarding bodies/external moderators
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during



- exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates
 - the facilitation of the post-results services

Centre actions:

- Head of Centre to appoint member of administrative staff to take over responsibilities should absence of EO have the potential to affect the meeting of deadlines.
- Staff member to work closely with EO to ensure they are up to date with the exam cycle and responsibilities at each point in time. This will be done under the supervision of the Deputy Head and Head of Centre.

2. Inclusion Manager extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements
 - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body
 - 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
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

- Head of centre responsible for ensuring position is filled should absence have the potential to disrupt exam preparation.
- EO to gather evidence of need during mock exam
- EO to ensure access arrangements are in place by the Spring term for all eligible students where possible.
- EO to plan access arrangements for exam days in advance of the Summer series, in consultation with Inclusion Manager.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in:
 - candidates not being entered for exams/assessments or being entered late



- late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- EO responsible for ensuring deadlines are met for estimated entries. Any omissions to be referred to Head of Centre.
- Head of Centre responsible for ensuring the priority for teaching the examination cohort. Staff will be covered in good time, by trained professionals, in all circumstances.

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

Criteria for implementation of the plan

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

Centre actions:

- EO responsible for recruitment of invigilators in the Autumn term of the summer series. Advance planning required to ensure enough are available for the sittings.
- EO to recruit and train new Invigilators if necessary.
- Cover Supervisor to also receive updated exam invigilator training to ensure back up is available in case of invigilator absence.

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

Criteria for implementation of the plan

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

Centre actions:

- EO responsible for ensuring planning of rooms is completed by the end of the Spring term to identify potential rooming issues.
- Alternative venues within the school to be made available by teaching staff in the event of an unexpected incident.
- Head of Centre to liaise with EO to ensure no disruption due to room shortages.

6. Failure of IT systems

Criteria for implementation of the plan

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

Centre actions:

- EO to liaise with IT Network Support Manager to ensure IT support is available at crucial times.
- EO to contact awarding bodies directly to arrange alternative methods of information exchange.
- Head of Centre to be informed.



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

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

Centre actions:

- Head of Centre responsible for finding alternative venues/methods of learning.
- Priority given to exam cohort.
- Centre to communicate with parents and students.

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

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions:

- Procedures for absence outlined to students in examination information given out each year.
- EO to liaise with Deputy Achievement Leader, student and parents to find alternative venue/advise on next opportunity to sit the examination/apply for special consideration as required.

9. 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
- **In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- Open for exam candidates only, if possible.
- Use alternative venue, in agreement with awarding organisations.
- Offer students the opportunity to sit the next series.

10. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions:

- The centre to communicate with awarding organisations to organise alternative delivery of papers



11. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- EO to communicate with awarding bodies for approval of alternative delivery arrangements

12. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

- EO to communicate with awarding bodies immediately.
- Student marks to be submitted based on appropriate evidence.
- Candidates offered the opportunity to retake in subsequent series.

13. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre actions:

- EO and Head of Centre to assess alternative arrangements for issuing results with the regulators.
- Head of Centre to inform students and parents about delay as soon as possible.

Further guidance to inform and implement contingency planning

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>