

## Exams Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Owner: AA/WAA/KJN/6AA

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## Introduction

The Green Room Foundation is committed to ensuring that the exams management and administration process is run effectively, efficiently and in compliance with the published JCQ regulations, awarding body requirements and special access arrangements procedures.

This policy will ensure that all exams, non-exam assessments and internally assessed marks are conducted in accordance with current JCQ regulations, guidelines and instructions, thus maintaining the integrity and security of the exam/assessment system at all times.

## Private Candidates

The Green Room Foundation does not accept private candidates due to the availability of rooms and the nature of internal candidates.

## Alternative Sites

From time to time The Green Room Foundation will require the use of alternative sites. When this happens, alternative sites will be assessed for its suitability according to exam board guidelines for conducting exams.

Pupils will also be registered in alternative sites with the appropriate exam boards.

Invigilators for alternative sites will attend training, update, briefing and review sessions as required.

## Results

Results will be issued on Summer results days. The Green Room School will be open on these days for candidates and their parents/carers to collect their results.

For candidates who are unable to collect their results in person, all results will be emailed to them by the end of the day.

## Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

All certificates will be disseminated to candidates in person wherever possible. Candidates will be required to sign for these certificates when they receive them.

Where candidates are unable to sign for their certificates in person, the certificates will be posted to the current home address held by the school by registered post. The Green Room Foundation cannot be held responsible for any certificates lost in the post.

Candidates may also arrange for certificates to be collected on their behalf by providing the Examinations Officer with written or emailed permission and authorisation. All authorised persons must provide ID evidence on collection of certificates.

## Retention of Certificates

The Green Room Foundation will store unclaimed certificates in the centre for a maximum of 1 year. After that, the certificates will be confidentially destroyed. A record of all certificates that have been destroyed will be kept on file by the centre for 4 years.

## Disability Policy

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition, please see <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

### Special Access Arrangements

The Green Room Schools assess candidates for reading, writing and spelling ability, as well as taking into account diagnosis of dyslexia, dyspraxia, dyscalculia, all Autistic spectrum conditions and physical disabilities such as hearing, sight, epilepsy, and mobility problems. Prior to exams, the SENCo, in consultation with teaching staff, reviews each pupil for reading and scribing difficulties. They will also confirm the candidates' "normal way of working".

The Green Room School then applies to the examination boards for special access arrangements where necessary. All evidence of need is retained during the exam season.

If applications are approved, adjustments are made for pupils during exams and controlled assessments for example, extra time, rest breaks, computer reader, reader pen, scribe. The exam seating plan is also adjusted to reflect their needs (near a window/door, on the ground floor, separate room etc.).

All applications and adjustments comply with the current JCQ/CIE regulations for special access arrangements and reasonable adjustments, to ensure fairness for any disabled candidate. Please see here for the latest regulations:

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

### Covid-19 Considerations

The Green Room School will follow current government guidelines on desk spacing and any other considerations during the Covid-19 pandemic.

## Contingency plan

This plan examines potential risks and issues that could cause disruption to the administration of the exam process at The Green Room School. The plan outlines actions and procedures to be put in place in case of disruptions during the exam season.

This policy was written in line with JCQ regulations and The Green Room School's emergency evacuation processes.

This section of the policy includes four appendices:

- Exams Day Contingency Plan
- Policy for severe disruption/evacuation during external exams
- Exam room incident log
- Absence of officials summary

### Causes of potential disruption to the exam process

#### **1.Exam officer absence at key points in the exam season**

Potential disruption:

Key tasks in the management and administration of the exam season not undertaken, including:

##### **Planning**

- Data collection to inform awarding body on number and specifics of examinations during the season
- Data collection to inform awarding body on special access arrangements needed during examination season
- Application of special access arrangements with awarding bodies
- Allocating and training of invigilators.

##### **Entries**

- Awarding bodies not informed of entries which prompts release of early information required by teaching staff
- Candidates not entered for exams/assessment
- Exam entry deadlines missed or late, resulting in penalty fees being incurred

##### **Pre-exams**

- Exam timetabling, room allocation, invigilation schedules not prepared
- Exam transport not organised, leading to candidates missing their exams
- Parents not informed of pupil exam timetables and transport arrangements
- Candidates not briefed on exam timetables and awarding body information for candidates
- Exam papers and related materials and candidates' coursework not stored under required secure conditions
- Internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

##### **On exam day**

Exams/assessments not taken under the conditions prescribed by awarding bodies

Insufficient/untrained invigilators available

Extra time not specified to candidates, calculated accurately or carried out.

Required reports 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**

- No or delayed access to examination results, affecting the distribution of results to candidates
- Results not distributed to relevant staff, parents or pupils.

##### **Centre actions:**

- The Head of Centre to ensure there is a Deputy Examinations Officer appointed prior to any exam season, who will be trained to manage and administer the exams in the event the Exams Officer is absent on any of the key dates.
- The Exams Officer to ensure essential information is available to the Head of Centre, Head of Academic, SENCo and members of the Senior Leadership Team.

- Exams Office to apply for leave of absence as early as possible, and organise cover and training with Deputy Exams Officer.
- Exams Officer to ensure exam procedures are followed up to their absence. It is the responsibility of the Exams Officer to organise a handover prior to their absence.

## **2. SENCo absence at key points in the exam cycle**

Potential disruption:

Key tasks in the management and administration of the exam season 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**

- 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 to appoint a suitable Deputy SENCo as rapidly as possible, who will follow procedures and practices within the SENCo remit.

Exams Officer to ensure essential information is available to Head of Centre

Exams Officer to ensure Exam Cycle, policies and procedures are up to date at all times

## **3. Subject teachers extended absence at key points in the exam cycle**

Possible disruption:

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:**

Head of Centre to ensure departmental continuity by requesting an alternative member of staff takes responsibility for the actions above.

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

Possible disruption:

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

#### **Centre actions:**

- Examinations Officer to maintain a short list of suitable candidates.
- Examinations Officer to ensure that capacity is never exceeded on any one day.
- Surplus of staff to be invigilator-trained prior to start of exams season.
- Head of Centre and Examinations Officer to review training procedures regularly and put in place additional training as required.
- Examinations Officer to ensure a specific Exams Day Contingency Plan is in place (Appendix 1)

- Examinations Officer to ensure a specific Emergency Evacuation Plan is in place (Appendix 2)
- Examinations Officer to ensure a Incident Log is in place (Appendix 3)

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

Possible disruption:

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

**Centre actions:**

- Exams Officer to plan all exams in their rooms prior to the start of the season.
- Exams Officer to work with Deputy Head to organise alternative curriculum for non-exam takers that will have minimal impact on candidates during the season.
- Examinations Officer to continually review all stages of the process.
- In the event of insufficient rooms, The Green Room School Windsor has an agreement in place to rent the following venues: The Swan Pub School Room, The Windsor Leisure Centre Hall, The Studio @ 4 Motion Theatre Company, The Cellar Bar at The Liberal Club and Windsor Boys' School. Emergency Evacuation plans are in place at the venues.

### **6. Failure of IT systems**

Possible disruption:

- System failure at final entry deadline
- System failure during exams preparation
- System failure when organising special access arrangements for English Language examination
- System failure at results release time

**Centre actions:**

- Examinations Officer to contact in-house IT department.
- Examinations Officer and IT department to ensure the English Language examination paper loads correctly on IT systems
- Examinations Officer to contact all Examination Boards in event of disruption
- All disruption to be logged in Exams Incident Log book

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

Possible disruption:

- 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:**

- The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.
- Head of Centre to ensure pupils are able to access curriculum online and are able to provide support in terms of setting and marking coursework/any other preparation for the exams.
- Examinations Officer to advise the Examination Boards as appropriate.
- In extreme circumstances advise candidates they may need to sit exams in the next available series.

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

Possible disruption

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

**Centre actions:**

- The Exams Officer to communicate with relevant awarding organisations at the outset to make them aware of the issue.
- The Exams Officer to communicate with parents, carers and candidates regarding solutions to the issue.
- Centre to liaise with Exam Boards to sit exams at a different venue.
- Should a significant number of candidates need to be isolated due to sickness, use the alternate venues listed above. All staff are first aid trained.
- Apply for Special Consideration for those affected to the appropriate Exam Boards.

### **9. 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:**

- Examinations Officer to check off exam papers as they arrive, prior to locking them away in the safe.
- In the event of non-delivery of exam papers, the Examinations Officer will organise an alternate delivery date with the awarding body.
- In the event of an erroneous delivery of exam papers, the Examinations Officer will communicate with the awarding body for the correct delivery of exam papers prior to exam date.

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

Possible disruption:

- Delay in normal collection arrangements for completed examination scripts

#### **Centre actions:**

- It is the Exams Officer's duty to organise the transportation of exam scripts prior to the exam season.
- The centre to communicate with relevant Exam Boards at the outset to resolve the issue.
- Alternative transport should only be used with the agreement of the relevant Exam Boards.
- Scripts must be stored securely until such time transport is confirmed.

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

Possible disruption:

- Unforeseen damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Centre actions:
- 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.
- The Exam Boards may generate candidate marks for the affected assessments based on other evidence, as defined by the Exam Boards and the regulators.
- It may be necessary for the candidates to retake the assessment at the next available opportunity.
- Damaged exam scripts should still be stored in accordance with regulations.

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

Possible disruption:

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

#### **Centre actions:**

- Centres to contact awarding organisations about alternative options.
- Arrange to access results at an alternative site.
- Inform staff, students and parents as soon as possible of the change in distribution of results.

## 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-](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)

[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>

Arrangements of exams and assessments in 2021

<https://www.gov.uk/government/publications/coronavirus-covid-19-cancellation-of-gcses-as-and-a-levels-in-2020/coronavirus-covid-19-cancellation-of-gcses-as-and-a-levels-in-2020>

## Malpractice

This policy describes how suspected or alleged incidents of malpractice and/or maladministration are dealt with by The Green Room Foundation where there are reasonable grounds for suspicion or allegation.

This policy is designed to ensure that any such incidents are prevented where possible, and thoroughly investigated with appropriate action taken where malpractice/maladministration is suspected or alleged.

## Responsibilities

This policy applies to all those who work for or contracted to undertake work, paid or unpaid, on behalf of The Green Room Foundation. This can include instructors, invigilators or assessors, associates, partners or subcontractors.

## Definitions

Malpractice covers any deliberate actions, neglect, wrongdoing, misconduct or other practice that compromises, or could compromise the integrity of the training and/or assessment and validity of results. For example, the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates.

Maladministration is any activity, neglect, default or other practice that results in the inefficient, dishonest or just bad administration or management which may or may not be deliberate. For example, breach of security or confidentiality of assessment materials including loss or theft, persistent mistakes and inaccurate learner records.

Prior to the exam season, all centre staff are required to declare all family members, extended family members, or children of close friends who are taking examinations, whether within the centre or outside. All staff sitting examinations are also required to declare this to the centre ahead of any exam period.

All declarations will be stored for the duration of the exam season.

### 3.1 Types of malpractice (examples)

- Insecure storage of assessments and learner evidence
- Misuse of assessment documents including inappropriate adjustments
- Improper/excessive assistance to learners to aid their achievement
- Deliberate falsification of records in order to claim certificates
- Plagiarism of another's work
- Cheating during assessment
- Obtaining unauthorised access to assessment or examination material
- Impersonating a candidate (i.e. claiming to be someone other than yourself)
- Submitting false claims for certificates or skills identity cards
- False ID used at the registration stage

### 3.2 Types of maladministration (examples)

- Persistent late learner registrations and certificates
- Registering learners for the wrong training or qualification
- Inaccurate claim for certificates
- Failure to maintain appropriate records, e.g. certification claims and/or forgery of evidence for assessments
- Withholding of information, by deliberate act or omission
- Misuse of The Green Room School logo and trademark
- Misuse of Awarding Organisation, Accrediting body or regulators logo and trademark
- Failure to meet the requirements of reasonable adjustments and special considerations
- Failure to provide adequate training, systems and processes or relevant knowledge to anyone directly involved in the process

## Dealing with malpractice and maladministration

### 4.1 Identification

The Green Room School has appropriate systems and processes in place to identify and effectively deal with malpractice which include:

- Ongoing quality assurance and audits
- Through complaints or feedback received
- Whistleblowing (laws protect specific items)
- Information from other sources

#### 4.2 Response

In a case of suspected malpractice or maladministration The Green Room School will review the information presented and decide whether it is appropriate to take no further action or to investigate. The Green Room School will make an initial response in writing within 5 working days.

#### 4.3 Investigation

The fundamental principle of investigation is to conduct them in a fair, reasonable and legal manner, ensuring that all relevant information is considered without bias. Incidents will be investigated as follows:

- Establish the facts relating to allegations/complaints in order to determine whether any irregularities have occurred

- Identify the cause of the irregularities and those involved

- Establish the scale of the irregularities

- Notify parties concerned and request an account of the incident

- Gather relevant information from records held – these may include registration data, assessment records or any other information deemed relevant to the investigation

- Consult with others in order to get a full picture if necessary

- Undertake further discussions including face to face meetings if deemed necessary

- Determine whether remedial action is required to reduce the risk to current registered learners and to preserve the integrity of the training or qualification

- Identify and, if necessary, take action to minimise any risks

- Ascertain whether any action is required in respect of certificates already issued

- Identify any changes to policies and procedures

- Identify any adverse patterns or trends.

#### 4.4 Outcomes

Where investigations establish that malpractice/maladministration has in fact occurred The Green Room School will take appropriate action. Such actions will be proportionate to the gravity and scope of the occurrence and may include the following:

- The implementation of corrective action plans to prevent re-occurrence

- Additional monitoring

- Suspending or removing course registration

- Suspending or removing contract

- Withdrawal of certificates

- Imposing other sanctions as appropriate.

#### 4.5 Malpractice and maladministration process and timescales from notification

- Report any malpractice or maladministration to the The Head of The Green Room School

- Acknowledge response of a malpractice or maladministration within 5 working days

- Investigation and gathering of evidence 15 working days

- Outcome letter within 20 working days of the acknowledgement

#### 4.6 Appeals

Everyone has the right to appeal where a case of malpractice or maladministration has been upheld. Further details may be found within the Appeal policy.

An appeal against a malpractice or maladministration decision must be submitted in writing to The Green Room School within 5 working days of the decision

The appeal will be investigated by a senior member of The Green Room School. A written response will be given to all reasonable written appeals (letter or email) within a maximum of \*10 working days from the receipt of the appeal. If this time needs to be extended the applicant will be advised stating a predicted reply date.

The decision will be final.

\*If this time needs to be extended the applicant will be advised stating a predicted reply date.

#### 4.7 Reporting

The Green Room School records incidents via the [malpractice and maladministration form](#) to identify and monitor any recurrent issues or trends. Awarding Organisations and Regulators will be advised of all cases.

#### Adverse Effect

The Green Room School will take all reasonable steps to prevent any potential adverse effect to any incident that may arise. Where an incident brings the outcome of other results into serious question this would be considered a potential 'adverse effect' as other learners may be affected.

In such cases The Green Room School will:

- Identify any other learner who has been affected
- Correct or mitigate the effect as far as possible – for example adjusting marks
- Take action to avoid a recurrence – this may include removal of instructors/assessors.

Examples of adverse effects

- There is a substantial error in training or assessment materials
- There has been a loss or theft of, or breach of confidentiality in training or assessment materials
- Incorrect certificates have been issued. Certificates will be revoked if the result on the certificate is false because of malpractice or maladministration.

An act, omission, event, incident, or circumstance has an adverse effect if it: -

- Gives rise to prejudice to learners or potential learners or

Adversely effects;

- The ability of The Green Room School to undertake the development delivery or award of the training or qualifications
- The standards of the training or qualifications
- Public confidence in the training or qualifications

The Green Room School will mitigate risks that have the potential to cause an adverse effect to learners. All incidents will be logged and maintained on The Green Room School Record of Maladministration and Malpractice to ensure the issue is highlighted, managed and mitigated against.

The Green Room School will inform where appropriate any malpractice/maladministration and adverse effects to the appropriate relevant parties including Awarding Organisation, Accrediting Body or Regulator. Contact details for a regulator or a regulated Awarding Organisation can be obtained from the following regulators website.

- SQA Accreditation <http://accreditation.sqa.org.uk/accreditation/home>
- Ofqual <https://www.gov.uk/government/organisations/ofqual>
- Qualification Wales <http://qualificationswales.org/splash?orig=/>
- CCEA <http://www.ccea.org.uk>

## Enquiries about exam results

Enquiries about results may be requested by teaching staff or candidates if there are reasonable grounds for believing there may have been an error in marking.

If this is requested, The Examination Officer may agree that an appeal can be made at the centre's expense.

If the Examinations Officer does not agree to an appeal, the candidate may decide to proceed but, in this case, they will be charged for the cost of the appeal.

### Appeals against Internally Assessed Marks

The Green Room Foundation is committed to ensuring that whenever its staff mark candidates' controlled assessment/coursework that 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. The Green Room School 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.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

1. Appeals should be made as early as possible, and no later than two weeks before the last timetabled examination in the series (e.g. the last GCSE written paper in the June GCSE examination series).

2. Appeals must be made in writing by the candidate's parent/carer to the Examinations Officer. The Green Room will acknowledge the appeal within two weeks of receipt.

3. The Head of Centre will appoint a senior member of staff to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.

4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.

5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures, within two weeks of the end of the investigation.

6. The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

7. The learner has the right to contact the awarding body or any regulatory bodies. (Lantra contact no: 02476 696996)

8. Where an appeal against assessment brings the outcome of other results into serious question this would be considered a potential 'adverse effect' as other learners may be affected. We would give the learner the opportunity to be reassessed in line with the assessment framework.

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

#### Covid-19 consideration:

In light of the ongoing Covid-19 pandemic, teachers will assign, wherever possible, coursework/assessments to be done online or in digital form. This is to ensure continuity in practice should there be a nationwide lockdown, or should teachers or pupils require to self-isolate.

The Green Room School continues to monitor the Ofqual decisions to replace exams with centre assessed grades, and will comply with the latest regulations.

Should candidates wish to appeal their centre's assessed grades, they should follow the student guide to appeals published here:

<https://www.gov.uk/government/publications/student-guide-to-post-16-qualification-results-summary-2020>

## Non-Examination Assessments

The Green Room Foundation recognises its responsibilities for controlled assessments as part of the GCSE specifications, to ensure that the planning and management of the assessments are conducted fairly and efficiently.

The Green Room Foundation continually monitors Ofqual regulations regarding centre-assessed grades and will carry out assessments according to exam board requirements. All evidence supporting the assessments will be stored for a period of minimum 3 years after results are released.

#### Responsibilities of the 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.
- In the summer term, begin coordinating with teaching staff to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic Years of Key Stage 4 or as appropriate for GCSE courses studied in other Years).
- 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.
- Head of School and teachers decide on the awarding body and specification for a particular GCSE.
- Supply to the Exams Officer details of all unit codes for controlled assessments.
- 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 contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

#### Responsibilities of the 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 pupils 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 appropriate special educational needs coordinator for any assistance required for the administration and management of access arrangements.

#### Roles of the Exams Centre 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.
- 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.

#### Roles of the SENCo

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

#### Covid-19 Considerations

The Green Room School continues to monitor Ofqual announcements on replacing formal exams with centre assessed grades.

Wherever possible, teachers will assign coursework or assessments to be done online or in digital form. This is to ensure continuity in practice should there be a nationwide lockdown, should teachers or pupils need to self-isolate or if formal examinations are replaced with centre assessed grades.

The Green Room School is committed to providing fair, reasonable and carefully considered grades and rank orders to reflect the most likely grade a student would have achieved if they had sat their exams. These grades and rank orders are based on evidence gathered through coursework, mock exams and other assessments throughout the year.

APPENDIX 1

Exams Day Contingency plan

Exam Item	Location/ Holders Name	Responsibility
Keys to Secure Storage for exam papers and exam stationery	Keys locked in coded safe	Exams Officer Deputy Exams Officer Head of Centre
Exams Office – Centre Timetable	Timetable widely published, copy sent home to parents	Exams Officer
Seating plans	In exam boxes, on Google Drive, pinned on Exams notice board.	Invigilators
Setting out of exam rooms / notices etc.	Attendance sheets in files. Notices in Exam Boxes. Welfare pack in Exam Boxes.	Set up by invigilators
Invigilators	Training on Inset day prior All training and invigilation documents saved on the Drive	Invigilators
Access Arrangements (incl. Cover sheets)	Access arrangements noted on Seating Plans	Exams Officer/ Deputy Exams Officer
Script envelopes / Examiner address labels	In exam room	Exams Officer / Deputy Exams Officer
Exam clashes	Resolution notice in file	Exams Officer/ Deputy Exams Office
Collection of scripts	Invigilators	Invigilators
Collation of scripts	Invigilators Checked off on official attendance registers Official attendance sheets Completed before posting	Invigilators Exams Officer/ Deputy Exams Office
Completion of proof of posting form / posting scripts	Exam script movement log posted inside exams room	Exams Officer/ Deputy Exams Office

Awarding Bodies tel no: WJEC - 02920 265 000 AQA - 0800 197 7162 EdExcel - 03444 632 535 CIE - 01223 553 554
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## Appendix 2

### Policy for Severe Disruption/Evacuation during Examinations

#### Possible Causes

- Unreasonable noise disruption
- Fire/Bomb/Flood Alert during an Examination
- Covid-19 or other medical pandemic

#### 1. Unreasonable noise disruption

In the event of a severe disruption in an examination, invigilators are advised to stop the examination, tell the candidates to close their answer books, make a note of the time and summon help (Exams Officer/Deputy Head (Academic)/Second Master/Fire Officer/Main Office) to sort out the problem. Exam room conditions must be maintained.

When the disruption has been resolved the candidates can resume their examination and the time taken to resolve the issue added on at the end of the examinations. The candidates must be supervised at all times and thus the break in the examination can be regarded as 'a supervised rest break'.

An incident log (Appendix 3) must be completed with the times of the disruptions noted. The Exams Officer to make Examining Bodies aware of the disruption if necessary.

#### 2. Fire/Bomb/Flood Alert during an Examination

In the event of a fire alarm or bomb alert sounding (or any other emergency situation arising) during an examination, the first priority of the invigilators is to preserve life. The next priority is to ensure the security of the examination.

The invigilator should summon assistance, if there is time and it is appropriate, via the Exams officer who will confirm if immediate evacuation is necessary and the School Office will notify the fire officer/relevant authorities. A decision will be made as to whether a full evacuation is necessary.

If the emergency is over quickly, the candidates should resume the examination. A careful note of the time of resumption must be noted and the full time allocated for the examination given to complete the examination, ignoring the interruption.

An incident log (Appendix 3) must be completed with the times of the disruptions noted. and a special consideration form will be filled in so as not to disadvantage the candidates.

#### 3. Covid-19 or other medical pandemic

The Green Room School will follow government guidelines on Covid-19 or any other medical pandemics. In the event of a pupil becoming ill during an exam, the invigilator will alert the Examinations Officer, who will organise a room for the pupil to be isolated.

The invigilator will then stop the exam for the pupil and move the pupil into isolation, adding the time it takes to move the pupil to the end of the examination.

Should the pupil be too ill to continue the examination, the Examinations Officer will contact the Exam Board to sit the exam at a different time.

An incident log (Appendix 3) must be completed detailing the times of disruption noted.

### **Procedure for Emergency Evacuation from an Examination**

If it is necessary to evacuate the building, the lead invigilator should then stop the examination taking a note of the time and evacuate the building by row and in silence. The candidates must put all exam scripts face down, leave all examination papers, scripts and writing equipment behind, and evacuate the premises in accordance with the school emergency evacuation procedures. The candidates should remain supervised and in silence throughout the emergency. Several other members of staff will be needed to help police this.

In the event of an emergency requiring candidates to evacuate buildings during an examination the normal evacuation point should be used but the candidates must be kept at a distance and in silence from the main body of pupils who will be mustering at the same emergency evacuation point.

At all times invigilators must act in accordance with JCQ's 'Instructions for conducting examination' booklet. They should also summon assistance immediately should an emergency arise.

Silence should be maintained during the time the candidates are outside the examination room.

Section 16 of JCQ's 'Instructions for conducting examination' booklet states:

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

- Stop the candidates from writing.
- Collect the attendance register and evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to place exam scripts face down, leave all question papers and scripts in the examination room
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination. Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and the action taken (Appendix 3), and send to the relevant awarding body.

## **Appendix 3**

## Exam Incident Log

This incident log is for the exams officer or invigilator(s) to use to record all irregularities that may happen in the exam room at the point of occurrence.

<b>Exam date:</b> <b>Time started:</b> <b>Time finished:</b>	<b>Exam Room:</b>	<b>Exam Paper:</b>	<b>Invigilators:</b>
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Record of incident:

Time	Incident

Recorded by: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Irregularities are unplanned incidents that could impact on the security of the examination, breach the rules and regulations or affect the conditions that enable candidates to achieve their potential. Examples include: candidate late/very late arrival; suspected malpractice (candidate, centre staff); emergency evacuation; candidate illness/distress; disturbance inside/outside the exam room; unauthorised persons entering the exam room etc.

## Appendix 4

### Absence of Officials Summary

<b>Absence</b>	<b>Delegated to</b>
Exams Officer	Deputy Exams Officer
SENCO	Head of Centre
Head of Centre	Deputy Head of Centre (member of SLT)
Head of Department	Deputy Head of Department (member of SLT)