

Diss High School

Exam Policies and Procedures 2018

JCQ Required Policies		
Policy	Reference	Completed
Examination contingency plan	JCQ1	✓
Examinations policy	JCQ2	✓
Disability policy (specific to exams)(JCQ3	✓
Management of GCE & GCSE non-examination assessment policy (and controlled assessment policy for legacy GCSEs)	JCQ4 (JCQ4A)	✓
Policy & procedures for dealing with an emergency evacuation of the examination room	JCQ5	✓
Internal appeals procedures	JCQ6	✓
A statement detailing the criteria the centre uses to award and allocate word processors for examinations	JCQ7	✓
Complaints and appeals procedure	JCQ8	✓
Procedures to verify the identity of all candidates	JCQ9	✓
Procedures for how the centre will deal with candidates' access to scripts, enquiries about results and appeals to the awarding bodies	JCQ10	✓
Process to check the qualifications of the centre's specialist assessor and that the assessment process is administered correctly	JCQ11	✓
Child protection/safeguarding policy, including Disclosure and Barring Service (DBS) clearance	JCQ12	✓
Data protection policy	JCQ13	✓
Disability policy	JCQ14	✓

"The Exams Office" Good Practice Policies		
Policy	Reference	Completed
Policy on use of word processors in examinations	GP1	✓
Policy for dealing with candidates arriving late for examinations	GP2	✓
Policy for dealing with candidates who are absent from examinations	GP3	✓
Separate invigilation with the centre policy	GP4	✓
Food and drink in exam rooms policy	GP5	✓
Managing behaviour in exam rooms policy/procedure	GP6	See JCQ2
Access arrangements policy	GP7	See JCQ3
Special consideration policy	GP8	✓
Exams archiving policy	GP9	✓
Retention of certificates policy	GP10	✓
Lockdown policy	GP11	✗

POLICY APPROVAL

<u>Head of Centre</u>	<u>Examinations Manager</u>
..... Dr J Hunt S Hawkes
Date	Date

The policy is next due for review before end February 2019

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JCQ1. EXAMINATION CONTINGENCY PLAN

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Diss High School. By outlining actions/procedures to be followed 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.”

School Closure

The decision to close the school is the responsibility of the Head. In such instances, the school has a tried and tested plan using a telephone cascade system to notify staff and the school website to notify pupils.

During exams season, the Head will decide whether it is feasible for the school to be partially open thus allowing examinations to continue. The Head will notify the Examinations Manager of the decision and consider appropriate actions such as cancellation of exams, alternate accommodation for exams, etc.

The Examinations Manager will contact awarding bodies as necessary based on the decisions made by the Head and in line with the guidance provided by Ofqual, JCQ and awarding organisations. The Examinations Manager will then implement revised plans based on discussions with the Head.

Outside of examination seasons, the Head will provide guidance to the Examinations Manager as necessary.

Staff Absence

In the case of absence of key members of staff during the examinations cycle, responsibilities will in the first instance be passed as follows:

<u>Staff Absent</u>	<u>Refer to</u>	<u>Impacts for consideration</u>
Headteacher	Deputy Headteacher	Appropriate guidance for all exam related activities.
Examinations Manager	School Business Manager	Running exam days (including paper issue, invigilator management, paper dispatch & JCQ inspections), exam planning (entries, timetabling etc.), results & certificate issue and post result enquiries.
Invigilator	Examinations Manager	Ensure sufficient pool of appropriately trained invigilators.
Head of Department	Deputy Headteacher	Entries and internal assessments.

continued...

SENCO	Headteacher	Testing, evidence collection and subsequent requests for access arrangements, TA support for access arrangements.
Teaching staff	Head of Department	Entries and internal assessments.

The person receiving the referral will then delegate duties and responsibilities further as appropriate in the given circumstances.

Note, in the absence of the Examinations Manager and where it has not been possible to retrieve keys from the Examinations Manager, a spare set of keys to the Examinations Office are held in the school's safe on behalf of the Head. These keys will gain entry to the office and secure storage area. There is a physical file containing details of key activities by month held within the Exams Office and a whiteboard in the Exams Office maintains an active 'to-do' list.

Interruption to IT Systems

Increasingly the examinations systems are reliant on computer systems including school databases, internal networks, the internet and awarding body systems. In the event of failure of one or more of these systems, the Examinations Manager will liaise with the Network Manager and Data Administrator to find appropriate solutions which may include restoring back-up data, replacement equipment, working at a different site, switch to paper-based systems, etc.

Exam Disruptions

Exams may be disrupted due to unforeseen circumstance such as fire, flood, etc. Emergency evacuation procedure is given in the Emergency Evacuation of an Examination Room Policy. It is the responsibility of the Examinations Manager to liaise with SLT and the Head teacher to determine an appropriate course of action, then to advise the awarding bodies where appropriate and prepare Special Consideration applications as necessary.

Assessment Evidence Damaged / Destroyed

In the event of large damage to or destruction of completed examination scripts/assessment evidence before it can be marked, the Examinations Manager will compile information from teaching / site staff as appropriate then contact the awarding bodies for advice. Completion of forms such as JCQ Form 15 etc., are the responsibility of the Examinations Manager, although input may be required from various staff.

External Disruptions

External factors may affect examinations. Examples of this type of disruption include Parcelforce strikes, missing exam papers, etc.. It is the role of the Examinations Manager to find appropriate solutions in line with guidance from JCQ and the awarding bodies etc.

JCQ2. EXAMINATIONS POLICY

Purpose

The purpose of this exams policy is:

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

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

The exams policy will be reviewed every year.

The exams policy will be reviewed by the Senior Leadership Team.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam responsibilities

The Head of Centre:

- has overall responsibility for the school/college as an exams centre and advises on appeals and remarks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Examinations Manager¹:

- manages the administration of internal exams and external exams.
- advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff 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 exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- Liaises with SENCo with regard to access arrangements and process any necessary applications in order to gain approval (if required).
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- identifies and manages exam timetable clashes.
- line manages the senior exams invigilator and organises the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.

¹ This is the individual to whom the Head of Centre has delegated responsibility for the administration of exams in their centre.

- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

Heads of Department are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Manager .
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.

Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the Head of Department and/or Examinations Manager .

The **Special Educational Needs Coordinator (SENCo)** is responsible for:

- identification and testing of candidates' requirements for access arrangements and notifying the Examinations Manager in good time so that they are able to put in place exam day arrangements
- checking the qualification(s) of the specialist assessor for access arrangement testing
- ensuring the assessment process is administered correctly and processed through AAO for approval
- working with the Examinations Manager to provide the access arrangements required by candidates in exams rooms.

Lead invigilator/invigilators are responsible for:

- assisting the Examinations Manager in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exams office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

- confirmation of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

Entries

Qualifications offered

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

The types of qualifications currently offered are:

- GCE
- GCSE
- BTEC's
- VTCT
- Project Qualification
- LIBF
- ELC

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the exams office must be informed by July before the start of the new school year.

Informing the Examinations Manager of changes to a specification is the responsibility of the Head of Department.

For Level 2 qualifications, decisions on whether a candidate should be entered for a particular subject will be taken by Head of Centre in consultation with the Head of Department. For Level 3, the decision is made by the Director of Sixth Form in consultation with the Head of Department.

Exam series

Internal exams (mock or trial exams) and assessments are scheduled in November for Year 11, April for Year 10 and June for Year 12. Other Internal exams for sixth form students are managed by departments.

External exams and assessments for general qualifications are scheduled in Summer series and in exceptional circumstances in the Autumn series. Other qualifications may have assessments timetabled throughout the year.

Internal exams are held under external exam conditions wherever practicable.

The Deputy Head and Director of Sixth Form decide which exam series are used in the centre.

The centre does offer some assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Head of Department and the Examinations Manager.

Exam timetables

Once confirmed, the Examinations Manager will circulate the exam timetables for internal and/or external exams at a specified date before each series begins.

Entries, entry details and late entries

Candidates or parents/carers may request a subject entry, change of level or withdrawal. The request will be considered by the Head of Department and in the case of withdrawal by the Head.

The centre accepts entries from private candidates, although such entries are accepted at the discretion of the Head usually only where a relationship with the candidate already exists.

The centre does not act as an exams centre for other organisations.

Entry deadlines are circulated to Heads of Department via email.

Heads of Department will provide estimated entry information to the Examinations Manager to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of Head of Department.

Re-sits of any qualification are allowed wherever permitted by the qualification specification.

Re-sit decisions will be made by the candidate in consultation with the Head of Department.

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.

The Examinations Manager will publish the deadline for actions well in advance for each exams series.

All first-time entry fees are paid for by the Centre.

Late entry or amendment fees are paid by the department.

Fee reimbursements are sought from candidates if they fail to sit an exam or they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the candidates.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Examinations Manager.

Access arrangements

See JCQ3. DISABILITY POLICY (SPECIFIC TO EXAMS)

Contingency planning

Contingency planning for exams administration is the responsibility of the Examinations Manager.

Contingency plans are available in the Policy file kept within the Examinations Office and are in line with the guidance provided by Ofqual, JCQ and awarding organisations. In the absence of the Examinations Manager, keys to the Office are kept in the school safe on behalf of the Head.

For further details see JCQ1. EXAMINATION CONTINGENCY PLAN.

Private candidates

Managing private candidates is the responsibility of the Examinations Manager. All private candidates are required to bring identification (e.g. passport) to each exam taken.

Estimated grades

Whilst the use of estimated grades by awarding bodies is declining, Heads of Department are responsible for submitting estimated grades to the Examinations Manager when requested by the Examinations Manager.

Managing invigilators

Staff from the invigilation team will be used to invigilate external examinations.

These invigilators may also be used for internal exams.

Recruitment of invigilators is the responsibility of the Examinations Manager.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the School Support Manager.

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

Invigilators' rates of pay are set by Diss High School.

Invigilators are recruited, timetabled, trained, and briefed by the Examinations Manager.

Malpractice

The head of centre in consultation with Examinations Manager is responsible for investigating suspected malpractice.

Exam days

The Examinations Manager will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements at least two weeks in advance.

The lead invigilator will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be available to heads of department in accordance with JCQ's recommendations and no later than 8 hours after candidates have completed them.

After an exam, the Examinations Manager will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with the Office Manager.

Candidates – dress, equipment & behaviour

The Examinations Manager will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Head of Year.

The centre's published rules on acceptable dress and behaviour apply at all times. Note, hats are not permitted in exam rooms. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

The ONLY watches allowed in an exam are the old fashioned, analogue watches. Invigilators have the right to remove any watch from a candidate if they are uncertain as to its suitability; it will be kept safely until the end of the exam. Candidates must remove watches from their wrist and place on their desk in clear sight of the invigilator.

Candidates must bring the equipment they need for the examination. Whilst invigilators may have some spare equipment in case of malfunction, there is not sufficient for all candidates and Diss High School will

not accept responsibility for the failure of candidates to bring the required equipment on the day of the examination.

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 Examinations Manager. Any invigilator dealing with a disruptive candidate can call on the support of the Examinations Manager and a senior member of school staff is always available and contactable via the school office.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Examinations Manager is responsible for handling late or absent candidates on exam day, with support when available from Heads of Year. See GP2 Policy for dealing with candidates arriving late for examinations.

Clash candidates

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

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Examinations Manager to that effect.

The candidate must support any special consideration claim with appropriate evidence five days of the exam.

The Examinations Manager will make a special consideration application to the relevant awarding body within the deadlines imposed by the awarding bodies for the season in question.

Also see GP8 Special Consideration Policy.

Internal assessment

It is the duty of Heads of Department to ensure that all internal assessment is ready for dispatch at the correct time. The Examinations Manager will assist by packaging & keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the Examinations Manager by the Heads of Department. The Examinations Manager will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure, see JCQ6 for further information.

Results

Results Day

Candidates will receive individual results slips on results days,

- in person at the centre; or
- if they fail to attend the centre, results will be posted to their home address.

Results can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The results slip will be in the form of a centre produced document.

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

The provision of the necessary staff on results days is the responsibility of the Head.

Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

All decisions on whether to make an application for an EAR will be made by Head of Department.

Where requested by the Head of Department, the cost of EARs will be paid by the department. If the centre feels unable to support the EAR requested by the candidate, the cost of the EAR will be paid for by the candidate.

If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document, see JCQ10.

All processing of EARs will be the responsibility of the Examinations Manager, following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 20 calendar days of the receipt of results.

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

An EAR cannot be applied for once an original script has been returned.

The cost of ATS will be paid by the candidate if requested by the candidate or the department where the Head of Department makes the request.

If a candidate's request for an ATS is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document, see JCQ10.

Processing of requests for ATS will be the responsibility of Examinations Manager.

Post Results Services Fee Policy

What are Post Result Services?

There are a number of enquiries into results that can be made after the provisional results of an examination are published. The two key services that may be requested directly by candidates themselves are a review of marking and access to an exam script.

Cost of Post Result Services

There are a number of expenses incurred by the school when a candidate requests post results services. The largest expense is the fee charged by the awarding body for the service in question. These vary by the awarding body, but the average 2017 fee is £42 per review of marking and £11 per access to script request.

The other expenses fall into the category of administration fees and include employment expenses related to the time taken by Diss High School staff to process & manage the requests in a timely manner, postage costs, cost of telephone calls to awarding bodies and printing/stationery costs. Typically a

review of marking will incur administrative costs exceeding £9 per review, whilst an access to scripts will exceed £3 per paper.

Fee Policy 2018

Where a candidate makes a request for either a review of marking or access to an exam script, they will be charged a fee consisting of the average fee charged by the awarding body plus an administration fee. In 2018 the administration fee charged to candidates will be set at a level to make a contribution to the expenses incurred, but not to cover them in full. The fee must be paid before the school processes the application for a post results service.

2017 Fees

The fees stated are per written examination paper; most qualifications will have more than one examination paper contributing to the subject grade.

Review of Marking	£45.00
Access to Script	£12.00

Fees will be reviewed for 2018 once awarding bodies have published their fees – usually in June.

Certificates

Candidates will receive their certificates in person at the centre or by post (signed for delivery) to their home address following receipt of the specified administration fee.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains certificates for a minimum of one year from the date of issue. For further details see GP10.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred. It is the responsibility of the candidate to liaise directly with the awarding organisation in such circumstances.

JCQ3. DISABILITY POLICY (SPECIFIC TO EXAMS)

Diss High School is committed to equality and has developed a school-wide Single Equality Scheme which is available on request (Public\Staff only\School Policies). It is fully compliant with the Equality Act (2010).

The Examinations Office works within that scheme and takes account of identified Access Arrangements when arranging suitable accommodation for an individual's examinations.

Access Arrangements are identified by the SENCo & implemented by the Examinations Manager as detailed in the Examinations Policy document.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Examinations Manager.

Access arrangements

The SENCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SENCo in conjunction with an assessor approved by the Head. The SENCo will check the specialist assessor has the required qualifications to meet JCQ regulations.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENCo.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo via the use of the Access Arrangements Online JCQ system, although the Examinations Manager may assist in the input of the applications to the system. After approval the SENCo will advise the Examinations Manager accordingly.

The Examinations Manager can also obtain information re. approved arrangements via the Access Arrangements Online JCQ system.

Centre-delegated arrangements will be authorised by SENCo (word processors, rest breaks, colour naming etc.), Head of Year (separate accommodation) or Examinations Manager (separate accommodation, special seating arrangements, or rest breaks with supporting medical evidence).

Rooming for access arrangement candidates will be arranged by the Examinations Manager.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Examinations Manager.

In all instances, access arrangements will be based on "normal way of working" as evidenced in internal examinations and class room arrangements.

JCQ4. MANAGEMENT OF GCE AND GCSE NON-EXAMINATION ASSESSMENT POLICY

What does this policy affect?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments.

What are non-examination assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are task setting, task taking and task marking.”

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

The basic principles

Head of centre

- Ensures that the centre’s *non-examination assessment policy* is fit for purpose.
- Ensures the centre’s *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks.

Senior leaders

- Ensure the correct conduct of non-examination assessments which comply with [NEA](#) and awarding body subject-specific instructions.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year.

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates.
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject head/lead

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
- Ensures [NEA](#) and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments.
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.

Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#).
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Marks internally assessed work to the criteria provided by the awarding body.
- Ensures the Exams Manager is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries.

Exams Manager

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.

Task setting

Subject teacher

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification.
- Makes candidates aware of the criteria used to assess their work.

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body.
- Identifies date(s) when tasks should be taken by candidates.
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between.

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own.
- Where candidates may work in groups, keeps a record of each candidate's contribution.
- Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#).
- Ensures candidates understand and comply with the regulations in relevant JCQ documents [Information for candidates](#).

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task.
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates.
- Allow candidates to revise and re-draft work after advice has been given at a general level.
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner.
- Ensures when work has been assessed, candidates are not allowed to revise it.

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks.
- Ensures conditions for any formally supervised sessions are known and put in place.
- Ensures conditions for any formally supervised sessions are understood and followed by candidates.
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions.
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory.

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work.
- Ensures that it is possible to attribute assessable outcomes to individual candidates.
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment.
- Assesses the work of each candidate individually.

Authentication procedures

Subject teacher

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
 - signs the teacher declaration of authentication confirming the requirements have been met.
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector.
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs the Exams Manager.

Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions.
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work.

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#).
- Takes sensible precautions when work is taken home for marking.
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre.
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means.
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the Exams Manager regarding arrangements for the conduct of any externally assessed non-examination component of a specification.
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component.

Exams Manager

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification.
- Conducts the externally assessed component within the window specified by the awarding body.
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*.

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner.

Exams Manager

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner.
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent.
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work.
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series.
- Packages the work as required by the awarding body and attaches the examiner address label.

- Despatches the work to the awarding body's instructions by the required deadline.

Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria.
- Informs candidates of their marks which could be subject to change by the awarding body moderation process.
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body.

Internal standardisation

Heads of Department

- Ensures that internal standardisation of marks is carried out in a timely manner and marks are communicated to candidates in order to achieve the deadlines as specified in the Internal Appeals procedures.

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.

Subject teacher

- Indicates on work (or cover sheet) the date of marking.
- Marks to common standards.

Consortium arrangements

Diss High School has no consortium arrangements planned for 2017/18.

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the internal deadline. If any marks are still submitted via paper-based submissions, completes forms & returns to Exams Manager.
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Provides the moderation sample to the Exams Manager to the internal deadline.
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Exams Manager

- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted.
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is kept on file until the successful issue of final results. With the Post Office's removal of certificate of posting for post collected from school, this proof is in the form of an internal Exams Office log of items passed to post.

- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required.

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample.
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results.
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place.
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.).

Exams Manager

- Ensures any sample returned after moderation is logged. Unless specifically requested by HOD, samples are kept securely in the Exams Office until EAR deadline has passed at which point it is returned to HOD.

External moderation - feedback

Subject head/lead

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series.

Exams Manager

- Accesses or signposts moderator reports to relevant staff.
- Takes remedial action, if necessary, where feedback may relate to centre administration.

Access arrangements

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments.

Special educational needs coordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#).
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

Special consideration

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate.
 - is absent
 - produces a reduced quantity of work

- work has been lost
- Liaises with the Exams Manager when special consideration may need to be applied for a candidate taking assessments.

Exams Manager

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#).
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale.
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale.
- Keeps required evidence on file to support the application.

Malpractice

Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff.
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#).

Subject teacher

- Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#).
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#).
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#).

Exams Manager

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre.
- Signposts the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#) to subject heads.
- Signposts candidates to the relevant JCQ information for candidates documents.
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice.

Enquiries about results

Head of centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

Subject head/lead

- Provides relevant support to subject teachers making decisions about enquiries about results.

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available.
- Provides the Exams Manager with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline.
- Supports the Exams Manager in collecting candidate consent where required.

Exams Manager

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post Results Services, Information and guidance for centres.](#)
- Provides/signposts relevant centre staff and candidates to post-results services information.
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline.
- Collects candidate consent where required.

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities.

Subject head/lead

- Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England.*
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics (in Autumn 2016).
- Undertakes training provided by the awarding body on the implementation of the practical endorsement.
- Disseminates information to subject teachers ensuring the standards can be applied appropriately.
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood.
- Ensures the required arrangements for practical activities are in place.
- Provides all the required centre records.
- Ensures candidates provide the required records.
- Provides any required information to the subject lead regarding the monitoring visit.
- Assesses candidates using Common Practical Assessment Criteria (CPAC).
- Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment.
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome.

Exams Manager

- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment.

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement.

Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments.

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*.
- Ensures the required task setting and task taking instructions are followed by subject teachers.
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria.
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses candidates, either live or from recordings, using the common assessment criteria.
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

Exams Manager

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<i>Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</i>	HOD / IT Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</i>	HOD/SLT
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</i>	Teacher
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	HOD
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved</i>	HOD
Awarding body set task not issued to candidates on time	<i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching</i>	HOD
The wrong task is given to candidates	<i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved</i>	HOD
Subject teacher long term absence during the issuing of tasks stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	HOD
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<i>Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar</i>	HOD/Business Manager

Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i>	HOD
Insufficient supervision of candidates to enable work to be authenticated	<i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy</i>	HOD/SLT
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Teacher/HOD
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i>	Teacher/SENCo
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work</i>	Teacher/HOD
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage</i>	Teacher/HOD
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body</i>	Teacher/HOD
Candidate does not reference information from published source	<i>Candidate is advised at a general level to reference information before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i>	Teacher

	<i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	
Candidate does not set out references as required	<i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment Candidate is again referred to the JCQ document Information for candidates: non-examination assessments Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i>	Teacher
Candidate joins the course late after formally supervised task taking has started	<i>A separate supervised session(s) is arranged for the candidate to catch up</i>	Teacher
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i>	Teacher/Exams Manager
An excluded pupil wants to complete his/her non-examination assessment(s)	<i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	HOD
Resources		
A candidate augments notes and resources between formally supervised sessions	<i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i>	Teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	<i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i>	HOD/SLT
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood</i>	Teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body	<i>Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved</i>	Teacher/HOD

specification states this is not permitted		
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	<i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	HOD/SLT
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	Teacher/HOD
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	Teacher/HOD
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	Teacher/HOD
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Teacher/HOD
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	Teacher/HOD
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	HOD/Exams Manager

A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	Teacher/HOD
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	Teacher/HOD
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	HOD/Exams Manager
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work</i>	HOD/Exams Manager
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	HOD/HEAD
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	HOD/Exams Manager
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	HOD/Exams Manager
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	HOD/Exams Manager
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks at least two weeks prior to the internal deadline set by the Exams Manager for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i>	Teacher/HOD

Deadline for submitting work for formal assessment not met by candidate	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	Teacher/HOD
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	Teacher/HOD
Subject teacher long term absence during the marking period	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	HOD

JCQ4A. CONTROLLED ASSESSMENT POLICY

This policy applies to outgoing legacy GCSE specifications only. In 2017/18 at Diss High School, it applies to GCSE Product Design & Technology and Media Studies only.

Purpose

Controlled Assessment replaced most coursework in GCSE specifications taught from 2009 and also applies to internally-assessed Principal Learning units within Diploma qualifications. It is a form of internal assessment where control levels are set, by awarding bodies, for each stage of the assessment process (task setting, task taking and task marking).

This policy outlines the roles and responsibilities of staff in the management of controlled assessments. It is a requirement of the JCQ centre inspectors that such a policy is in place.

Responsibilities

Governing Body

- Ensure policies are in place for the effective management of controlled assessments and appeals against the process.

Senior Management Team

- Accountable for the safe and secure conduct of controlled assessments.
- Ensure assessments comply with JCQ guidelines (<http://www.jcq.org.uk/exams-office/controlled-assessments>) and awarding bodies' subject-specific instructions.
- Before the start of the academic year, begin coordinating with heads of department to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of controlled assessments; and
 - 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.

Heads of Department

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* (<http://www.jcq.org.uk/exams-office/controlled-assessments>).
- Decide on the awarding body and specification for a particular GCSE.
- Ensure that where appropriate, timings of controlled assessment activities are detailed on the school calendar.
- 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.
- Ensure there is sufficient secure space available for the storage of the task and the candidates' work.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- After internal moderation, complete the required mark sheets and pass to the exams office for submission to the awarding body when required, keeping a record of the marks awarded.
- Pass any work required for external moderation to the exams office in a timely manner.

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.
- Ask the special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Make plans to ensure an appropriate environment is available for the assessment (e.g. room availability, IT systems, etc.) and make contingency arrangements for unexpected situations (e.g. power failure, etc.).
- Supervise assessments at the specified level of control. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Retain candidates' work securely between assessment sessions (if more than one).
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Pass any requests for special consideration of the work of a candidate (e.g. due to illness etc.) to the Exams Office, at the time of the assessment. This must be done in a timely manner to ensure all necessary documentation (e.g. medical evidence) is collected.
- Mark internally assessed components using the mark schemes provided by the awarding body and pass results through to the internal moderation process.
- 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.

Exams office staff

- Demonstrate to JCQ inspector that policies are in place relating to controlled assessments.
- At the start of the academic year, ensure that the senior management teams and all heads of department are aware of deadlines by which all controlled assessment tasks must be completed, marked internally moderated & marks / samples returned to the Exams Office.
- These deadlines are usually as follows:

- Summer series: 30th April
 - BTEC: 30th June
 - November series: 31st October
- Apply for access arrangements as requested by SENCO.
 - Enter students for controlled assessment units, before the deadline for final entries.
 - 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.
 - On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable supervision of candidates.
 - Collect from Heads of Department and send completed mark sheets to awarding bodies before deadlines.
 - Arrange for the submission of work to external moderators as required by deadlines published by the awarding bodies.
 - Submit special considerations as necessary.

Special educational needs coordinator (SENCO)

- Ensure access arrangements have been applied for and communicate needs with relevant teachers.
- Work with teaching staff to ensure requirements for support are met.

Risk Management

In following the guidelines laid out in this policy, all staff must consider any factors that may affect the ability of the school to effectively deliver controlled assessments. Contingency plans should be put in place to mitigate the effects of such adverse factors.

Examples of such factors may include, but not be limited to, the following examples:

- Student absence at the time of assessment.
- Staff absence either at time of assessment, marking or moderation.
- School closure (e.g. due to bad weather or physical damage to buildings).
- IT / power failure at time of assessment.
- Breaches in the security of the assessment task.
- Loss / damage of completed tasks; this may be due to human error, physical damage to school environment (e.g. fire/flood), etc.

JCQ5. POLICY AND PROCEDURES FOR DEALING WITH AN EMERGENCY EVACUATION OF THE EXAMINATIONS ROOM

In the event of an emergency, evacuation of an exams room may be required for events such as:

- Fire/Fire alarm
- Bomb alert
- Any other emergency which requires an evacuation of an exams room

Such emergencies will be triggered by the sounding of the fire alarm. If the alarm sounds at a time of live examinations, the Examinations Manager will report to the Head teacher to obtain information on the nature of the emergency and guidance as to whether it will be possible to return to the examination either in its original or alternative location. He/she will then communicate the decision to the lead invigilators at the assembly point. The Examinations Manager will prepare Special Consideration applications &/or notify awarding bodies of the incident as required by the regulations.

At the same time, on hearing a fire alarm, invigilators at Diss High School have been informed that they must take the following action (in accordance with JCQ [Instructions for conducting examinations](#) (ICE) regulation 18: Emergencies):

1. Stop the candidates from writing.
2. Collect the attendance register (in order to ensure all candidates are present).
3. Evacuate the examination room in line with the instructions given by the appropriate authority.

In the event of a fire alarm at Diss High School during exams the instruction is that the Lead Invigilator should evacuate the exam room immediately.

4. Advise candidates to leave all question papers and scripts in the examination room.
5. Inform candidates they must leave the room in silence.
6. Supervise candidates as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
7. When instructed, supervise the return of candidates to the exam room.
8. Make a note of the time of the interruption and how long it lasted.
9. Allow the candidates the full working time set for the examination.
10. Make notes of the incident to enable the Exams Manager to produce a full report of the incident and of the action taken to be forwarded to the relevant awarding body.

In addition to the actions required by JCQ ICE regulation 18 above, invigilators are also informed of the following centre-specific actions or information:

1. Fire alarms will not be tested during exam sessions. Treat all alarms as genuine unless advised otherwise by a member of SLT or the Examinations Manager.
2. Make a note of the time.
3. The exam room must be evacuated by the nearest fire exit
4. Candidates must be escorted to the assembly point on the playground at the end of A Block (see map at end of document).
5. Line candidates in candidate number order by exam and use the attendance registers to ensure all candidates have evacuated safely.
6. Pass completed register to EO who will use it to update school evacuation register.
7. Remain on tennis courts with candidates and supervise to ensure there is no discussion about examinations.
8. Await advice from either Examinations Manager or SLT about whether it is safe to return to the exam room.
9. On returning to the exam room, allow candidates time to settle down, reminding them they are still under exam conditions
10. Restart the exam (note the time again) and allow candidates the full working time set for the examination
11. Make relevant changes to the displayed finish time.
12. All information regarding the evacuation must be recorded on the exam room incident log and passed to the Examinations Manager.

Emergency evacuation procedures will be included in the annual invigilator training session.



JCQ6. INTERNAL APPEALS PROCEDURES

Appeals against internal assessment decisions (centre assessed marks)

General Points

This procedure confirms Diss High School's compliance with JCQ's *General Regulations for Approved Centres 2017-2018, section 5.8* that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."

Certain components of GCSE and GCE qualifications (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments) that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Diss High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Diss High School ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCE and GCSE non-examination assessments) (see JCQ4). This policy details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Diss High 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.

Grounds for Appeal

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking.

Appeals Procedure

1. Diss High School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
 - a. Individual departments are best placed to decide on the method (verbal, written, email etc.) and the date by which marks will be communicated to candidates.

2. Diss High School will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
 - a. Any candidate concerned about their marks has the right to request information about the process, including mark schemes, copies of work, appeals policy and application form (to be developed by Exams Office) etc. This will be provided by the teacher who told candidates of their marks as soon as possible and within 5 working days.
3. Diss High School will, having received a request for copies of materials, promptly make them available to the candidate within 5 school days.
4. Diss High School will provide candidates at least 2 school days to allow them to review copies of materials and reach a decision about an appeal.
5. Requests for reviews of marking must be made in writing within 2 school days of receiving copies of the requested materials. A form is available from the examinations office to facilitate such requests. See 'Diss High School Internal Appeals Form – Review of Centre's Marking, Non-Examination Assessments' below.
6. Diss High School will allow 10 school days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
 - a. Upon receipt of an application, the Exams Manager will log the request, advise the HOD and pass to Head for consideration.
7. Diss High School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
 - a. Assuming the application is accepted, the Head will appoint an appropriate reviewer after liaison with the HOD.
8. Diss High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
 - a. The Exams Manager will advise the candidate, on behalf of the Head, of the outcome of the review.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. **The mark submitted to the awarding body is subject to change and should therefore be considered provisional.**

Absolute Deadlines

1. It is the HODs responsibility to ensure marks are issued in a timely manner within the department in order to meet the stated absolute deadline.
2. The existence of these deadlines does NOT change the requirement for candidates to lodge an appeal no more than 2 school days after receipt of materials.

3. For those subjects where the deadline for awarding body mark submission is 15th May, the deadline for appeals is 30th April.
4. The only exceptions to this date are as follows:
 - a. GCE PE – awarding body submission date 30th March, appeals deadline 12th March.
 - b. GCSE English, Media, Food Technology, Design Technology – awarding body deadline either 4th or 7th May, appeals deadline 20th April.
 - c. GCE Art – awarding body submission date 31st May (half term), appeals deadline 10th May.
5. No applications for appeals received after the stated deadlines will be accepted.

Diss High School Internal Appeals Form – Review of Centre’s Marking, Non-Examination Assessments

Date Form Issued:

Please tick the boxes below to give your consent and provide information to support your appeal.

- I wish to request a review of the centre’s marking.
- I understand that the mark awarded to me following the enquiry may be higher than, lower than or the same as the mark originally awarded for the paper.

Name of appellant		Candidate name if different	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below

If necessary continue on an additional page.

Appellant signature:

Date of signature:

This form must be signed, dated and returned to the exams officer on behalf of the head of centre within 2 school days of the date noted above.

For Centre Use Only:

Date Received:

Reference:

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

Enquiries About Results (EaRs) can be made in a short period of time after the publication of results. Candidates are advised of the process before the examinations and receive additional information on results day. The first step in the process to discuss concerns, as soon as possible and certainly within two weeks of results day, with the appropriate Head of Department.

If Diss High School is not prepared to support a clerical check, a review of marking, a review of moderation or an appeal when requested by a candidate, a formal appeal can be requested by the candidate using the Diss High School's Internal Appeals - EaRs form. The appeal will be considered by the head teacher within five working days of receipt and the outcome communicated to the candidate in writing.

JCQ7. A STATEMENT DETAILING THE CRITERIA THE CENTRE USES TO AWARD AND ALLOCATE WORD PROCESSORS FOR EXAMINATIONS

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

Awarding word processors

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

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENCo and the exams officer. This will usually be in the form of adapted PC's accommodated in an IT Mobile but may also be a laptop or Alphasmart machine located in a main exam room.

Statement produced by: Dr J Hunt
Statement Date: 2nd February 2018

JCQ8. COMPLAINTS AND APPEALS PROCEDURE

Purpose of the procedure

This procedure confirms Diss High School's compliance with JCQ's *General Regulations for Approved Centres 2017-2018, section 5.7* that the centre has in place "...a written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification."

Grounds for complaint

A candidate (or his/her/parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- Quality of teaching and learning, for example
 - Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
 - Teacher lacking knowledge of new specification/incorrect core content studied/taught
 - Core content not adequately covered
 - Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to the centre's *internal appeals procedure*)
- Centre fails to adhere to its *internal appeals procedure*
- Candidate not informed of his/her centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks

Access arrangements

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment

- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- Candidate entered for a wrong exam/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Online system failed during (online) exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the outcome of a special consideration application

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body *post-results services*)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal (complainant to refer via [insert who] to the centre's *internal appeals procedure*)
- Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Complaints and appeals procedure

Please refer to Diss High School's Complaints Procedure published on the school website (www.disshigh.norfolk.sch.uk).

JCQ9. PROCEDURES TO VERIFY THE IDENTITY OF ALL CANDIDATES

Entries are made for internal candidates using the school MI system and as such all candidate details are verified as part of the school enrolment process.

Invigilators are provided with photo ID's for all internal candidates. This can be consulted if there is any doubt over a candidate's identity. Further, teaching staff and Head of Year or SLT are usually available outside exam rooms at the start of exams and again can help identify candidates.

External candidates are required to bring ID to all exams and show it to invigilators before starting their exam.

JCQ10. PROCEDURES FOR HOW THE CENTRE WILL DEAL WITH CANDIDATES' ACCESS TO SCRIPTS, ENQUIRIES ABOUT RESULTS AND APPEALS TO THE AWARDING BODIES

1. Post results services can only be requested through the centre.
2. Candidates will be advised of arrangements for post results (including deadlines for requests) before sitting examinations; this will usually take place during the spring term and be sent out by the exams office.
3. Reminders of the process will be included in the results documentation handed to candidates on the results days, usually in August.
4. Senior members of the teaching staff will be available on results day to advise candidates about their results and help them decide whether to use the post results services.
5. Diss High School's policy is that where a candidate makes a request for either a review of marking or access to an exam script, they will be charged a fee consisting of the average fee charged by the awarding body plus an administration fee. For details see Exams Policy JCQ2.
6. Candidates wishing to apply for post results services should request an application form from the exams office.
7. If the centre is not prepared to apply for post results services, the Examinations Manager will advise the candidate and direct them to the internal appeals process (see JCQ6).
8. HOD's may also apply to the exams office for post results services.
9. It is the Examinations Manager's role to process all post result services requests within deadlines set by the awarding bodies.
10. The Examinations Manager must not process any request where the candidate has not provided written permission for the service.
11. The Examinations Manager will advise the candidate and the department of the outcome of an enquiry in a timely manner and usually within 2 working days of the outcome being received.
12. Scripts will be returned either to the candidate or the department depending on who had made the request. This may be either electronically or in hardcopy.

JCQ11. PROCESS TO CHECK THE QUALIFICATIONS OF THE CENTRE'S SPECIALIST ASSESSOR AND THAT THE ASSESSMENT PROCESS IS ADMINISTERED CORRECTLY

It is the role of the Special Educational Needs Coordinator (SENCo) to check the qualification(s) of the specialist assessor appointed for access arrangement testing purposes. A copy of those qualifications will be held in the Access Arrangements file.

The SENCo will also ensure the assessment process is administered correctly and processed through AAO for approval.

JCQ12. CHILD PROTECTION/SAFEGUARDING POLICY, INCLUDING DISCLOSURE AND BARRING SERVICE (DBS) CLEARANCE

All staff at Diss High School, including invigilators are subject to the Whole School Safeguarding Policy a copy of which is available from the school website (www.dishigh.norfolk.sch.uk). Invigilators will receive the same training updates as the rest of the school's staff.

The Examinations Office works within that policy and all invigilators will be subject to a DBS check. Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the School Support Manager. Further, any invigilator returning to work after a break of more than three months will undergo a List 99 check again organised by the School Support Manager.

JCQ13. DATA PROTECTION POLICY

General

The examinations office works within Diss High School's data protection policy and is compliant with the Data Protection Act 1998 & the Freedom of Information Act 2000 and will comply with the General Data Protection Regulation from May 2018.

For further details see Data Protection Policy and Freedom of Information documents on the school website (www.dishigh.norfolk.sch.uk).

Privacy Notices

The examinations office will email the JCQ document 'Information for candidates – Privacy Notice, General and Vocational Qualifications' before entries are submitted to awarding bodies for processing

and written permission is obtained for all candidates requiring access arrangements before applications are processed via the Access Arrangements online system.

Results

Examination results are the property of the candidate alone. It is Diss High School's policy to only release results to the candidate unless we receive written permission from the candidate to release his/her results to a third party such as a parent.

In order to adhere to this policy, results will be given personally, in writing, to the candidate or his/her authorised representative or posted to their home address. We will not ordinarily issue results via email, text or telephone.

Exceptions to this policy will be authorised only by the head teacher in exceptional circumstances.

JCQ14. DISABILITY POLICY

Diss High School is committed to equality and has developed a school-wide Access Policy which is available from the school website (www.disshigh.norfolk.sch.uk). It is fully compliant with the Equality Act (2010).

The Examinations Office works within that scheme and takes account of identified Access Arrangements when arranging suitable accommodation for an individual's examinations. Exam specific disability policy is detailed in JCQ3.

GP1. POLICY ON THE USE OF WORD PROCESSORS IN EXAMINATIONS

The 'normal way of working' for exam candidates, as directed by the head teacher, is that candidates **handwrite their exams**.

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

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

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

Purpose of the policy

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

Principles for using a word processor

Diss High School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate

- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - In the classroom (where appropriate); or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests/examinations
 - mock examinations

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

The use of a word processor

Diss High School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

(The above also extends to the use of electronic brailers and tablets)

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification.

(AA 5.8.3)

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

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body).
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Word processors and their programmes

Diss High School complies with ICE 8.8 *Word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Laptops and tablets (including Alphasmart)

Diss High School further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets will be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- Candidates will be first be accommodated according to other needs, e.g. if the candidate requires speech recognition technology, they will be separately accommodated within centre.
- Candidates only needing the use of a word processor, or a word processor and extra time can expect to be seated in an IT room using a PC adapted to meet examination regulations.
- If an IT room is not suitable or unavailable, candidates may be accommodated in a main examination room with the use of an Alphasmart or laptop.

Invigilation arrangements relating to the use of word processors include the following:

- At the end of the exam, the Alphasmart will be collected from the candidate at the same time that scripts are collected from other candidates.
- There will be an invigilator available at the end of the exam to escort the candidate and the Alphasmart to the Exams Office, but there may be a slight delay whilst end of exam routines are carried out. In this case, the candidate is expected to sit silently at their desk until the invigilator is ready.
- At the end of an exam, candidates using an Alphasmart will be escorted to the Examinations Office by an invigilator where their script will be printed. They will then be able to handwrite their details as a header or footer and number pages as necessary. This also gives candidates the confidence their work has printed correctly.
- Once the candidate has verified the printed script is correct, the memory of the Alphasmart will be cleared, a cover sheet attached and the script handled in the same manner as other scripts.

GP2. POLICY FOR DEALING WITH CANDIDATES ARRIVING LATE FOR EXAMINATIONS

Examination Starting Times

Diss High School general qualifications starting times comply fully with JCQ regulations and are as follows:

Morning Session:	9:00am
Afternoon Session:	1:00pm

Candidate Arrival Times

Diss High School expects all candidates to arrive outside their nominated examination room at least 10 minutes before the examination start time. Candidates must wait outside the examination room until invited in by the invigilator; this may be at any point from 10 minutes before the exam start time. After all such candidates have moved into the exam room, the doors are closed and the exam will begin.

Any candidate not present when the doors to the examination room are closed by the invigilator is considered to be a late arrival, irrespective of the actual time the doors are closed.

Management of Late Arrival Candidates

Late arrivals should report to the main school reception where staff will contact the Examinations Manager for advice.

Wherever possible, the Examinations Manager will meet the late candidate, discuss the reason for the late arrival, ensure the candidate is ready to take the examination and check that all prohibited materials including mobile phones are not taken into the examination. In the absence of the Examinations Manager, this may be carried out by the lead invigilator.

Late arrivals will then ordinarily be admitted to the examination room.

Wherever invigilation arrangements permit, the candidate will be allowed the full time for the examination, but candidates must be aware that this may not be possible in all circumstances.

Lead invigilators will note the start and end times of the late arrival.

Candidates who are persistently arriving late for examinations will be referred to their Head of Year.

Management of Very Late Arrival Candidates

In line with JCQ regulations, a candidate will be considered very late if they arrive after 10am for a morning session, 2:30pm for an afternoon session, or, for examinations lasting less than an hour, after the published finishing time for the examination.

Very late arrival candidates may be allowed to sit the exam depending on the circumstances but any candidate arriving after other candidates have completed the examination and been dismissed from the exam room will not be permitted to sit the exam.

The decision to allow very late candidates to sit an exam rests with the Examinations Manager after taking advice from available SLT staff.

Very late arrival candidates who are allowed to sit an exam are warned that the awarding body will be advised of the circumstances of the late arrival and that as a result may not accept their script.

The process for admitting a very late candidate to the exam is then the same as that for late candidates. It is the responsibility of the Examinations Manager to ensure Form JCQ/VLA is submitted to the awarding body within the required timescales.

Staff Responsibilities

Exams officer

- Ensures that candidates who arrive very late for an exam are reported to the awarding body as soon as practically possible after the exam has taken place
- Warns candidates that their work may not be accepted by the awarding body

Invigilators

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log

GP3. POLICY FOR DEALING WITH CANDIDATES WHO ARE ABSENT FROM EXAMINATIONS

Internal Candidates

1. Wherever possible, Head of Year or Heads of Department will be outside examination rooms to help identify absent candidates. They will alert office staff and ask them to phone the candidate's home to establish a reason for absence.
2. Attendance registers are completed shortly after the start of an examination.
3. The Examinations Manager will visit each examination room as soon after the start of the exam as practicable and check the attendance register.
4. After identifying absentees, the Examinations Manager will liaise with office staff to ensure as many absentees are contacted as possible.
5. Every effort will be made to accommodate the candidate if they are running late for any reason. For further details see GP2.
6. Where appropriate, candidates will be asked to provide evidence of illness etc., to support applications for special consideration.
7. Candidates without a valid reason for absence will be charged the entry fees associated with the examination.

External Candidates

Diss High School will not contact external candidates in the event of absence. It is the responsibility of the external candidate to contact the school and provide evidence to support an application for special consideration if required. As the candidate paid personally for the entry to the exam and associated invigilation costs, no other fees will be levied specifically for absence.

GP4. SEPARATE INVIGILATION WITH THE CENTRE POLICY

Normal Accommodation of Exams

Normal centre practice is to accommodate all candidates within main examination rooms. This would ordinarily be the Ballantyne Hall or one of the gyms, unless specialist equipment is required for the exam (e.g. art, music facilities). These rooms, together with the trained invigilation staff who run them, are best equipped to deal with candidates with a range of requirements including, but not limited to, rest breaks, anxiety, extra time, special medical needs, illness, etc.

Separate Invigilation Needs

Exceptions to normal accommodation are made for candidates with particular access arrangements requiring special accommodation to meet their needs, for example, a candidate using a scribe will need to be accommodated separately so that other candidates do not overhear their responses.

The decision to accommodate a candidate in either a small group or completely separately from the remainder of the cohort, will be taken by the SENCO. It should be noted that the SENCO must make this decision in line with regulations stipulated by the JCQ, namely:

- whether the candidate has a **substantial and long term impairment** which has an **adverse effect**; **and**
- **the candidate's normal way of working within the centre.**

SENCOs must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

For example, in the case of separate invigilation, the candidate's difficulties are established within the centre (see section 4.1.4, page 16) and known to a Form Tutor, a Head of Year, the SENCO or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

Once the SENCO has authorised separate invigilation, the necessary arrangements will be made by the Examinations Manager.

GP5. FOOD AND DRINK IN EXAM ROOMS POLICY

Water

Diss High School candidates are encouraged to take a small bottle of water into examinations. However, the following points must be noted:

- Water can be taken into the exam room as long as it is contained in a clear bottle from which all labels have been removed.
- Keep water bottles on the floor to avoid spillage on exam papers.
- Candidates should not drink so much that they need a toilet break during the exam. Candidates will have to be escorted to the toilet and will not be given extra time to compensate for the time lost.

Other Drinks

Other drinks such as juice or squash which can stain exam papers are prohibited except in special circumstances. If you believe an exception should be made, please apply to the Examinations Manager.

Food

Food, including sweets, is not allowed. If you need food for a medical condition, please come to the Exams Office before the start of the exam season to make the necessary arrangements.

GP6. MANAGING BEHAVIOUR IN EXAM ROOMS POLICY/PROCEDURE

See Examinations Policy JCQ2, Exam days, candidates dress, equipment and behaviour.

GP7. ACCESS ARRANGEMENTS POLICY

See JCQ3 for details on this policy

GP8. SPECIAL CONSIDERATION POLICY

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Examinations Manager to that effect.

The candidate must support any special consideration claim with appropriate evidence five days of the exam.

The Examinations Manager will make a special consideration application to the relevant awarding body within the deadlines imposed by the awarding bodies for the season in question.

GP9. EXAMS ARCHIVING POLICY

Examination results

Current Year plus previous six.

MIS records

In line with school policy; minimum six years.

Documentation supporting entries

Current academic year – documents will be destroyed when work begins on the next year's entries.

Access Arrangements

Retained until one academic year after the candidate leaves school.

Attendance registers, seating plans, special considerations, EARs and ATS

Until after the deadline for enquiries into results has passed and all outstanding enquiries resolved.

Coursework returned by Awarding Bodies

Retained in exams office until after the deadline for enquiries into results has passed and all outstanding enquiries resolved. Work is then returned to the appropriate HOD who will retain, return to candidates or destroy as decided by the HOD.

Examination Certificates

See GP10 Retention of Certificates policy.

GP10. RETENTION OF CERTIFICATES POLICY

Issue of Certificates

Examination certificates are usually retained in the examinations office until the December following the candidate's completion of their studies. For example candidates completing GCSE studies in June 2018 will be able to collect their certificates from December 2018 (precise date to be confirmed).

Details about how candidates can obtain their certificates, including confirmation of the date from which the certificates will be available, will be forwarded to candidates in the autumn term. Candidates should therefore ensure the school is kept advised of changes to address from the time they complete their studies until certificates are received.

Certificates must be collected either personally by the candidate, collected by a third party after written permission from the candidate has been received by the centre, or posted by "Signed For" delivery after payment of the appropriate postage & packaging costs.

Candidates requiring certificates before this date can apply to the examinations office, who will investigate the practicality of releasing certificates at an earlier date.

Uncollected Certificates

Uncollected certificates will be retained for at least 12 months after release from the examinations office. For example, the certificates for candidates completing GCSE studies in June 2018 will be retained until at least December 2019.

However, the school cannot hold these certificates indefinitely and candidates should note that after 12 months (from January 2020 in the example above), Diss High School has the right to destroy the certificates. In such circumstances, Diss High School will not accept any liability for the costs associated with their replacement.

Replacing certificates is expensive and Diss High School will do all it can to ensure candidates collect their certificates. If certificates remain uncollected after 12 months, we will attempt to contact a candidate, via post, at least once before certificates are destroyed.

Certificates are retained until we reach physical storage restraints at which time uncollected certificates for a complete cohort are destroyed. We cannot provide any assurances regarding how long certificates are retained – the more that are collected, the longer we will be able to retain uncollected certificates, but as a guide, as of January 2018 we hold uncollected certificates dating back to 2011. Those relating to exam seasons before 2011 have been destroyed.

The school keeps a log of certificates issued, retained and destroyed.

Candidates are urged to collect their certificates as soon as they become available.

GP11. LOCKDOWN POLICY (SPECIFIC TO EXAMS)

This policy has not year been developed for examinations. Awaiting development of school policy.

Until then, in the case of emergency, staff should follow the guidance given under JCQ5 if evacuation is required, otherwise follow the advice of emergency services, the head teacher, members of SLT of the examinations manager as appropriate in the given situation.

- END OF POLICIES -