

# Examinations & Assessment Policy



**WILMSLOW**  
HIGH SCHOOL

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## 2 Policy purpose

The purpose of this examination policy is:

- to make clear the principles which guide the designs of our procedures and systems around examinations and assessments
- to ensure the planning and management of examinations is conducted in the best interest of candidates
- to record key details of process to ensure the operation of an efficient examination system
- to record clear guidelines and lines of accountability for all relevant staff

It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy. Sub-policies such as the Assessment Malpractice Policy, and documented procedures such as the process for informing students and parents about NEA results, are included here as appendices in order that all principles and procedures are documented in a single place.

The examination policy will be reviewed by the Senior Leadership Team and Examinations Officer.

### 2.1 Roles and responsibilities

#### 2.1.1 Head of Centre

The Headteacher has overall responsibility for the school as an examination centre including ensuring adherence to the general regulations and instructions for conducting examinations. Much of the work associated with this responsibility is expected to be delegated to the Senior Leader with responsibility for examinations.

#### 2.1.2 Senior Leader with operational responsibility for examinations

Oversees the work of the Examination Team, ensuring that policy and procedure are correctly designed and adhered to. Supports the Examinations Officer with the efficient execution of examinations procedures and the handling of individual queries from students and parents/carers.

Other senior leaders should not normally be directly involved in the examinations process but should liaise with the colleagues above as necessary.

#### 2.1.3 Examinations Officer

The Examinations Officer is the key officer responsible for the day-to-day administration of public and internal examinations.

They are required to:

- advise the senior leadership team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various awarding bodies;
- oversee the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- ensure that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them;

- consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines;
- receive, check and store securely all examination papers and completed scripts;
- administer access arrangements and makes applications for special consideration using the JCQ publications access arrangements, reasonable adjustments and special consideration;
- identify and manage examination timetable clashes;
- account for income and expenditures relating to all examination costs/charges;
- train and monitor a team of examination invigilators responsible for the conduct of examinations;
- submits candidates' NEA marks, tracks despatch and stores returned NEA and any other material required by the appropriate awarding bodies correctly and on schedule;
- arrange for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/review of marking requests;
- maintain systems and processes to support the timely entry of candidates for their examinations.

Teachers are required to:

- Notify the SEN team of any possible access arrangements requirements of which they become aware (as soon as possible after the start of the course);
- Submit complete and correct examination entry marksheets for their classes to heads of department by the deadline given.

#### **2.1.4 The SEN Coordinator (SENCo)**

Arrange the assessment candidates who may need individual assessment access arrangements and make decisions about applications for access arrangements in line with JCQ rules;

Make arrangements for the provision of the required access arrangements through liaison with the examinations team.

#### **2.1.5 Senior/lead invigilator**

In each examination venue there will be a nominated lead invigilator. Their responsibilities include:

- Leading the management of candidates in the examination venue;
- Making announcements to candidates;
- Liaising with members of the senior leadership team if they need to make announcements before examinations begin and assist with the management of candidates;
- Ensuring that there are no unnecessary distractions or breaches of examination regulations in the examination venue;
- Making any announcements that are necessary while any candidates are still working: no other member of staff or leadership should do this;

- Collection of examination papers and other material from the examinations office before the start of the exam;
- Collection of all examination papers in the correct order at the end of the examination and their return to the examinations office.

### **2.1.6 Candidates**

- Confirmation and signing of entries;
- Understanding and adhering to JCQ regulations;
- Signing the necessary declarations to authenticate all submitted assessments as their own work; • Avoiding any behaviour which could be interpreted as malpractice.

## **2.2 Malpractice**

The Examinations Officer and Senior Leaders listed above are responsible for investigating suspected malpractice. In such circumstances the procedures set out in the Assessment Malpractice Policy are followed (see Appendix 1).

## **2.3 Qualifications**

The qualifications offered at this centre are determined by the Head of Centre.

It is our policy to offer qualifications which are of genuine benefit to our students; we do not enter students for examinations solely to boost apparent achievement in accountability systems.

The vast majority of qualifications offered will be approved by the DFE and OfQual but we do not rule out offering other qualifications where they are of benefit to our students and represent good value for money.

The qualifications currently offered are GCE, GCSE, Extended Project, BTEC, Functional Skills, AQA ELC Mathematics & English and AQA Unit Award Scheme. Other qualifications will be offered as necessary, with the approval of the Headteacher.

The subjects offered for these qualifications in any academic year may be found on the KS4 and KS5 Course Choices pages on firefly. If a curriculum team is planning to select a different specification, they must discuss this with the Headteacher and Examinations Officer well in advance of entries being due.

Informing the examinations office of changes to a specification is the responsibility of the Curriculum Team Leaders. The examinations team will not be expected to make changes of this nature with less than 6 months' notice before the examination.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Curriculum Team Leader, SENCO and Head of House. The Senior Leader with responsibility for examinations will normally make the final decision on this, but difficult or sensitive decisions may be referred to the Headteacher.



## **2.4 Examination series and timetables**

Internal examinations are scheduled in December, January, and June/July.

External examinations and assessments are scheduled in November, January, February, May and June.

The Senior Leadership team decides which examination series are used in the centre.

Formal internal examinations are held under external examination conditions when it is possible to conduct them in venues such as the sports hall, appropriate classrooms, gym, or the assembly hall.

### **2.4.1 Timetable**

The Examinations Officer will publish the general examination timetable for external examinations once entries have been made. The normal place for this is the examinations timetable section of the school website.

Students and their parents/carers are issued with personal timetables in both electronic and paper format well in advance of the examination season.

## **2.5 Entries, entry details and late entries**

### **2.5.1 Entry decisions**

Candidates are selected for their examination entries by the Curriculum Team Leaders in liaison with subject teachers.

### **2.5.2 Parental requests**

A candidate or parent/carer can request a subject entry, change of level or withdrawal. The decision on whether to comply with such requests lies with the Curriculum Team Leader and the Senior Leader. Where the CTL and Senior Leader disagree the Headteacher will determine the decision.

### **2.5.3 Employee entries**

The school welcomes requests from employees to be entered as candidates for examinations. Employees will not normally be accommodated at this centre, due to JCQ regulations, but we may be able to arrange for them to take an examination at a neighbouring centre.

### **2.5.4 External candidates and associated fees**

The school welcomes requests from parents of students, past students or other local residents involved in part time education (e.g. correspondence/Internet courses, night school, etc) to be entered as candidates for examinations. Each request is judged on its own merit and will only be accommodated where it does not present inconvenience to the school and the examinations process. We make no commitment to accommodating external candidates and reserve the right to decline to accommodate such candidates. The fee charged in such cases will be the examinations entrance fee, plus an amount to cover administration, accommodation and invigilation. This fee will normally be 20% of the examination entry fee plus the cost of invigilation per paper but may be more where necessary to cover the cost of making the arrangement. In most circumstances the additional fee will not be more than 100% of the examination entry fee charged by the awarding body. The cost of making the arrangement includes not just the associated invigilation costs but the cost for administrators' time in planning provision and any other costs involved in providing the accommodation needed.

### **2.5.5 Possible access arrangements for external candidates**

We are unable to accept third party reports for exam access arrangements. Under exceptional circumstances we will endeavour to provide the opportunity for external candidates to be tested for access arrangements however there will be a fee for this which will cover the costs of the specialist assessors time, tests and rooming.

### **2.5.6 Candidates from other schools and institutions**

Full time students from other institutions will not normally be accommodated except as part of an arrangement between institutions. Students from other schools and colleges should contact the person responsible for examinations at their institution who should then contact the Examinations Officer at Wilmslow High School if they wish to request assistance.

The centre does not act as an examination centre on behalf of other educational organisations, except through arrangements with organisations that are not registered examination centres.

### **2.5.7 Late entries**

Entry deadlines are published in the Staff Handbook and circulated via email.

Late entries are authorised at the discretion of the Examinations Officer and may incur additional costs.

### **2.5.8 Retakes**

Within the rules of the awarding body, candidates are allowed resits at GCSE, AS and A2, for which there is no limit to the number of times that they can take the exam. For BTEC assessments candidates may also re-sit assessments but only once within a given course.

Retake decisions will be made in consultation with candidates, parents/carers, subject teachers and Curriculum Team Leaders.

## **2.6 Examination fees**

### **2.6.1 GCSE and other Key Stage 4 courses**

Initial registration and examination entry fees are paid by the centre (except for external candidates).

### **2.6.2 A Level and other Key Stage 5 courses**

Initial registration and examination entry fees are paid by the centre provided that students meet the sixth form attendance criteria. Where attendance has been poor, students may be required to pay a refundable deposit, to be entered for examinations.

### **2.6.3 Late Changes**

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 to make changes without incurring additional charges.

Where late entry or amendment fees are incurred, they will be paid by the curriculum teams, centre or candidates depending on where the responsibility for the late change lies.

## **2.6.4 Non-Attendance at Examinations**

Fee reimbursements will be sought from candidates who decide not to sit an examination or do not meet the necessary NEA requirements to be certificated in their course without providing medical evidence or evidence of other mitigating circumstances.

## **2.6.5 Resits**

Fees for resits are met by the school where the school is instructing a student to retake an examination (for example with GCSE English and maths resits in Year 12). In cases where candidates are themselves requesting the opportunity to resit, the fees are to be met by the candidate or their parents/carers.

This fee will normally consist of the entry fee plus a 10% administrative fee plus the cost of invigilation per paper.

## **2.6.6 Financial hardship**

Students in receipt of Pupil Premium funding or considered to be suffering financial hardship may have their entry fees paid by school at the discretion of the Senior Leader responsible for Examinations.

## **2.7 Disability Discrimination Act**

### **2.7.1 Equality Act**

All examination centre staff must ensure that the Access Arrangements and decisions in respect of special consideration applications meet the requirements of the Equality Act 2010.

The centre will meet the requirements of the Equality Act by ensuring that the examinations process is accessible to all members of school, regardless of race, disability or gender and addressing effectively the needs of individual candidates where necessary. This is the responsibility of the Examinations Officer, SENCO and Senior Leader responsible for Examinations.

### **2.7.2 Access arrangements**

The SENCO will inform subject teachers about candidates with special educational needs. The SENCO can then inform individual staff of any special arrangements that individual candidates should be granted during the course and in assessments and examinations. As far as reasonably possible, examination arrangements should reflect, and be reflected in, a candidate's normal way of working in lessons.

A candidate's access arrangements requirement is determined by the SENCO, working with the Senior Leader. This assessing is delegated to our qualified access arrangements assessor.

Making access arrangements for candidates to take examinations is the responsibility of the SENCO working in liaison with the Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies via Access Arrangement online is the responsibility of the SENCO. This is usually delegated to our qualified access arrangements assessor.

Invigilation, support and rooming for access arrangement candidates will be organised by the examination team with the support of the SEN team.

In the event of access arrangements being challenged/queried by students, parents, carers or other stakeholders, we would apply our review process as detailed in Appendix 2.

### 2.7.3 Assessment Access Arrangements and Privately Commissioned Assessments

The following advice is issued to parents via the school website:

If you think that your child may have a physical or cognitive condition that is preventing them from learning effectively or demonstrating their knowledge in an assessment, please contact our SEN coordinator for advice. We can investigate and offer advice about whether there are suitable adjustments we can make to give them better access to learning or fairer access to assessment. You can contact the SEN Coordinator by emailing school reception and asking for your email to be forwarded to the SENCo.

If you are considering arranging an assessment or investigation of a condition privately (e.g. through the British Dyslexia Association) then it is vital that you contact us first, because:

- a privately commissioned assessment carried out without prior consultation with the centre **cannot be used to award access arrangements** and cannot be used to process an application using Access Arrangements online (please see this document (2022/2023): <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>)
- a private/external assessor may use standardised assessments that are time sensitive and cannot be repeated within a given period of time (e.g. 6 months); this could prevent us from using these assessments in school and so delay the provision of necessary access arrangements
- the costs for these assessments are often very high, and we may be able to conduct the necessary assessments in school without any cost to families.

### 2.7.4 Requests for support with visual stress

If you are considering arranging an assessment for visual stress privately then it is vital that you contact us first. Costs can be very high, and they may not be admissible as supporting evidence.

Wilmslow High School aims to support students who are suffering with difficulties relating to visual stress in the following ways:

- During assessments candidates can wear tinted lenses (not sunglasses) that are designed specifically to reduce visual stress. This is the optimal solution and should be the primary adjustment made to support the candidate.
- Candidates can provide a new unused coloured overlay specific to their requirements that will be held by Wilmslow High School for the period of the examinations.
- When working on electronic devices, providing examination regulations allow, students can change the background colours of online assessments to reduce visual stress.
- Where supported with the appropriate documentation, produced by a recognised optometrist specialising in the diagnosis of visual stress, students can provide the appropriate toned paper for rough work, providing this is within assessment regulations.
- In exceptional circumstances, with the appropriate documentation produced by a recognised optometrist specialising in the diagnosis of visual stress or noted on their EHCP, examination papers can be reproduced on the appropriate toned paper. Other supporting aids should be utilised in conjunction with these and this should

demonstrably be the student's normal way of working. Candidates will be required to provide the appropriate tone of paper. (Candidates in receipt of Pupil Premium will have this provided).

## **2.8 Contingency planning**

### **2.8.1 Contingency planning**

Contingency planning for examinations administration is the responsibility of the Senior Leadership team. It has built-in resilience as a result of the following structures and policies:

- A team who share skills in all areas of the examinations function and can fulfil each other's roles if and when needed.
- An operational handbook, held in the examinations office, is maintained which explains how our examinations policy is applied in practice and can be used by a new Examinations Officer to ensure that processes operate as intended
- A calendar of key dates and deadlines is maintained, see Appendix 4, which ensures clarity for all involved about when key tasks must be completed. This document is a working document and subject to regular review
- A member of the Senior Leadership Team works closely with the examinations team and is able to step in and lead the examination function or directly undertake the key tasks in relation to administering examinations whilst ensuring JCQ and other regulations are observed
- A team of experienced invigilators including several trained to lead invigilation in a large venue is maintained
- Invigilator duties include assisting the examinations administrators with aspects of examination administration to provide a pool of people able to step up and take on further responsibility when required
- Other school administrative staff work closely with the examinations team and can be quickly trained up to take the place of examinations administrators if necessary.

### **2.8.2 Procedures in the event of the centre being unavailable for examinations due to an unforeseen emergency**

In all the following scenarios the following steps will be taken

1. The Headteacher and/or senior leadership team will be informed as soon as possible by the site staff when there is any issue about access to school buildings
2. The relevant awarding bodies/JCQ will be informed of the situation and any possible risks as soon as practical by the Examinations Officer
3. Steps will be taken to ensure that examination material is secure, safe and accessible to examination staff
4. Any necessary communication will be sent to candidates and their parents by the communication systems available (email, SMS, telephone). These systems are partly cloudbased and should therefore be resilient in the case of school ICT equipment being damaged or inaccessible.
5. The senior leader overseeing examinations will determine the appropriate response to the situation, which is likely to fall into one of the following three scenarios.

### **2.8.3 Scenario 1: venues unusable**

Some of our planned examination venues become unusable due to heating failure/contamination/flooding etc.

In this case we will use other parts of the school estate to administer examinations. We will prefer larger venues to better manage risk and reduce the need for additional invigilation, but it may be necessary to use senior members of staff to support invigilation in emergencies.

Senior Leaders are familiar with our processes for conducting examinations and able to step in if necessary: they are equipped with an examination invigilator's pack at the start of each examination season and therefore have copies of the JCQ ICE and the school's invigilator's checklist.

The order of preference for use as an examination venue is as follows:

1. The assembly hall
2. The gym
3. The Sports Hall
4. The Olympic Hall
5. The Drama studios
6. Room P108 (ASC resource)
7. Rooms 18, 201–208 (MFL area)
8. Room P107 (Sixth Form study area)
9. Room P1-6 & P101–106 (Business Studies/ICT area)

It may be necessary to close the school or significantly adjust the curriculum for some year groups in order to accommodate examinations in unplanned venues. This will be done in line with school procedures for closing the school in the event of extreme weather.

### **2.8.4 Scenario 2: school site inaccessible**

The majority of the school site is inaccessible due to an emergency. In this case the examinations stored on the school site may not be accessible so the examinations team may need to cooperate with awarding bodies to receive copies of scripts via the Internet and photocopy.

In this case we will seek a venue within Wilmslow but outside the school site. This is likely to be one of the following venues used by the school in the past for events or as part of partnership arrangements:

- One of our feeder Primary Schools
- Another local school, possibly in the independent sector
- Wilmslow Leisure Centre
- Wilmslow Library
- One of the local churches • Other industrial premises

### **2.8.5 Scenario 3: Wilmslow town inaccessible**

If large parts of Wilmslow are inaccessible it is likely that most candidates would find it difficult to attend an examination in any venue, however we would explore the possibility of hosting examinations at a partner school or other Cheshire East secondary school. We will seek support from the local authority in securing suitable accommodation if we are unable to make a direct arrangement with a nearby school or college.

### **2.8.6 Scenario 4: Industrial action by teaching staff/senior leaders 2023**

Where industrial action by teaching staff forces the school to be closed to specific year groups, the running of examinations will be the priority. Examinations do not rely on teaching staff, but on the exams team and the invigilators. Senior leaders will be in school to support the running of any examinations during the 2023 season.

## **2.9 Managing Invigilators**

External staff are used to invigilate external examinations, except where this is inappropriate e.g. practical examinations.

Regular invigilators will be subject to a Disclosure and Barring Service check from the Disclosure and Barring Service. This is the responsibility of the Personnel Manager.

Invigilators who are late recruits or temporary cover will be the subject of a risk assessment until a DBS check has been completed.

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

- Invigilators are timetabled, trained and briefed by the Examinations team.

- All invigilators will be required to complete safeguarding training prior to starting work with students.

Invigilators rates of pay are set by the centre administration

## **2.10 Examination days**

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

Site management is responsible for setting up the allocated rooms.

The Lead Invigilator in each examination room will start all examinations in accordance with JCQ guidelines, or the guidelines of the appropriate body where the examination is not under JCQ jurisdiction.

In practical examinations subject teachers and technical support staff may be on hand in case of any technical difficulties.

Examination papers must not be read by subject teachers, invigilators or removed from the examination room before the end of a session. All examination papers will be returned to the Examinations Office at the end of the examination session. These will not be released to curriculum teams until all examination scripts have been checked, packaged and despatched for marking.

## **2.11 Candidates**

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

Candidates will be issued with photographic identity cards either as part of normal school policy (Sixth Form and Year 11) or near the start of the examination season (Year 10 and below). They must bring these to every examination in order that invigilators can verify their identity.

Candidates are issued with individual examination timetables detailing their seat numbers and other details. They are instructed to bring an unmarked copy of this to every examination and keep it in their clear pencil case. Invigilators normal duty and spot checks by senior leaders will check that the examination timetable is unmarked.

Candidates will be briefed on examination protocols and warned about the consequences of malpractice in an assembly before the start of each examination season.

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

Disruptive candidates are dealt with in accordance with JCQ guidelines or the appropriate guidelines where the examination is not under JCQ regulations and school policy.

Candidates are expected to remain in the examination room for the full examination time. In special circumstances candidates may be allowed to leave before the end of the exam. This will be at the discretion of the Examinations Officer or senior invigilator and in accordance with JCQ regulations.

Candidates may leave the examination room for a genuine purpose and are required to return immediately to the examination room. They must be accompanied by a member of staff at all times.

Student Services (including the Sixth Form pastoral team) will attempt to contact any candidate who is not present at the start of an exam. Late candidates will be dealt with in accordance with JCQ guidelines.

### **2.11.1 Clash candidates**

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

### **2.11.2 Special consideration**

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's, or their parent's/carer's responsibility to alert the Examinations Officer so that arrangements can be made, and advice given. Candidates are briefed on this in the exam assembly. The school will follow the guidance outlined in the JCQ document "[A guide to the special consideration process General and Vocational qualifications](#)"

The candidate must complete and submit JCQ [form 14](#) and must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor, a death certificate, or other written evidence. In the case of bereavement or similar where the candidate and the circumstances are familiar to pastoral staff the school may certify the absence as genuine. The school will normally require written evidence of illness, bereavement and other circumstances.

The Examinations Officer will then apply online for special consideration to the relevant awarding body within seven days of the examinations finishing, or by completing JCQ Form 10, dependant on the relevant exam board guidelines.

### **2.11.3 Private candidates**

Managing private candidates is the responsibility of the Examinations Officer.



## **2.12 Internal assessments and appeals**

The school has a documented process for ensuring that candidates have the opportunity to request a review of Centre awarded marks. The most recent version of this is included in this policy. See Appendix 3.

Appeals against internal assessments. As part of the internal assessment and appeals process it is the duty of Curriculum Team Leaders to ensure that all internal assessment, controlled assessment, non-examination assessment and coursework is ready for despatch at the correct time. They will keep a record of each despatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the examinations office by the Curriculum Team Leaders.

## **2.13 Results**

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

Candidates will receive individual results on results days. Please see guidance issued to students regarding results distribution for further details.

The provision of staff on results days is the responsibility of the Examinations Officer and the Senior Leader.

### **2.13.2 Enquiries About Results (EAR)**

For appropriate series EAR may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's written consent is required before any EAR is requested, unless it is part of a general review in which results are guaranteed not to change downwards, there may be a fee for this service.

### **2.13.3 Access to Scripts (ATS)**

Where scripts were completed for external examinations:

- Where applicable Centre staff may request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- Candidates may also request a copy of their script or their original script. Review of marking cannot be applied for once an original script has been returned.
- We will undertake to provide a Post Results Service between results days and the start of term on normal working days 9.00am–3.00pm.

We will not provide a centrally administered review of marking advice service for accessed scripts: where students wish to get advice about whether to request a review of marking, they should request help from subject teachers directly.

### **2.13.4 Financial hardship**

Students in receipt of Pupil Premium funding or considered to be suffering financial hardship may have their EAR fees paid by school at the discretion of the Senior Leader.

## **2.14 Certificates**

Certificates are normally presented in person to the candidate and must be signed for.

Certificates may be collected on behalf of a candidate by third parties, provided they have been authorised to do so by the candidate themselves, by letter or email. A copy of the permission will be kept in the examinations office.

Certificates are withheld from candidates who owe fees.

The Centre retains certificates for at least six years.

## **2.15 Conflicts of Interest**

We will comply with the JCQ requirements to detect, record and report any potential conflicts of interest.

We will do this by asking all staff members and invigilators to complete a brief form prior to the start of each examination season before February half term each year which will record whether any potential conflict of interest may exist. We will then report or retain the information as necessary to comply with JCQ regulations. Further info: [click here for the JCQ General regulations for Approved Centres](#)

## 3 Appendix 1: Assessment Malpractice Policy

### 3.1 Aims

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

In order to do this the Centre will:

- Seek to avoid potential malpractice by using the induction period or other suitable opportunities to brief students to inform learners of the Centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources. This is the responsibility of curriculum teams.
- Ask learners to declare that their work is their own using the appropriate examining body documentation.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be overseen by the Head and include all personnel linked to the allegation.

### 3.2 Investigations

In the case of suspected malpractice by an **internal candidate** an investigation will proceed through the following stages:

1. Initial investigation by either the Curriculum Team Leader or the Examinations Officer (depending on whether the malpractice arises within Non-Examined Assessment or in the context of formal examinations arranged by the Examinations Officer). This may involve interviewing students and staff present at the time of the alleged malpractice or related in some way to the alleged perpetrator of malpractice (eg other students on the same course).
2. Review of evidence involving the appropriate member of the leadership group, selected by the Head. At this stage any individual suspected of malpractice will normally be verbally informed of the allegations against them and parents will be informed as soon as practically possible. The individual will be made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. The individual will have the opportunity to respond to the allegations made at this stage but may choose to wait until they are accompanied by parents/carers/guardians. Notes from any meetings and

interviews will be kept by members of staff involved and, where appropriate, witness statements will be taken from students and staff.

3. Once the Headteacher has been informed there may, if necessary, be a further opportunity for candidates to be interviewed while accompanied by parents/carers/guardians. At this stage a decision will be made by the Centre about the course of action to be pursued and the individual will be informed of the avenues for appealing against any judgment made. Notes from any meetings and interviews will be kept by members of staff involved and students and parents/carers/guardians will be given the opportunity to submit written statements or any supporting evidence before a final decision is made.
4. Where malpractice is proven, this Centre will apply the following penalties/sanctions:
  - a. Informing the appropriate examining bodies of the malpractice/alleged malpractice in order that qualifications can be reviewed or withdrawn as judged appropriate by the examining body. The form JCQ/M1 should be used; copies can be found on the Joint Council website, (<https://www.jcq.org.uk/exams-office/malpractice>) [click here for specific guidance](#)
  - b. Refusing students the right to take further examinations/assessments at the Centre
  - c. Exclusion in line with other school policies

In the case of suspected malpractice by an **external candidate** an investigation will proceed through the following stages:

1. Initial investigation by either the Examinations Officer or an appropriate member of the Extended Leadership Group. This may involve interviewing students and staff present at the time of the alleged malpractice or related in some way to the alleged perpetrator of malpractice (e.g. other students in the same examination room). Witness statements should be taken and signed in line with the normal school procedure for investigations.
2. Review of evidence involving the appropriate member of the leadership group, selected by the Head. At this stage any individual suspected of malpractice will normally be verbally informed of the allegations against them. The individual will be made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. The individual will have the opportunity to respond to the allegations made at this stage but may, if they are under 18, choose to wait until they are accompanied by parents/carers/guardians. Notes from any meetings and interviews will be kept by members of staff involved and, where appropriate, witness statements will be taken from students and staff.
3. Once the Head teacher has been informed there may, if necessary, be a further opportunity for candidates to be interviewed while accompanied by parents/carers/guardians. At this stage a decision will be made by the Centre about the course of action to be pursued and the individual will be informed of the avenues for appealing against any judgment made. Notes from any meetings and interviews will be kept by members of staff involved and students and parents/carers/guardians will be given the opportunity to submit written statements or any supporting evidence before a final decision is made.
4. Where malpractice is proven, this Centre may apply the following penalties/sanctions:
  - a. Informing the appropriate examining bodies of the malpractice/alleged malpractice in order that qualifications can be reviewed or withdrawn as judged appropriate by the examining body. The form JCQ/M1 should be used; copies can be found on the Joint Council website [www.jcq.org.uk](http://www.jcq.org.uk)

- b. Refusing students the right to take further examinations/assessments at the Centre without a refund of fees for any examinations that have yet to be taken.

In the case of suspected malpractice by a **member of staff** an investigation will proceed through the following stages:

1. Initial investigation and gathering of evidence by a member of the leadership team and involving the Head. This may involve interviewing students and other members of staff, reviewing written/computer-based evidence and communicating with the examining body.
2. Review of evidence by the Head. At this stage any individual suspected of malpractice will normally be verbally informed of the allegations against them. The individual will be made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. Notes from any meetings and interviews will be kept by members of staff involved and, where appropriate, witness statements will be taken from students and staff.
3. Where malpractice is proven, this Centre will apply the following penalties/sanctions:
  - a. Informing the appropriate examining bodies of the malpractice/alleged malpractice in order that qualifications can be reviewed or withdrawn as judged appropriate by the examining body. The form JCQ/M1 should be used; copies can be found on the Joint Council website [www.jcq.org.uk/](http://www.jcq.org.uk/)
  - b. Disciplinary action against the member of staff responsible for the malpractice

### **3.3 The right of appeal (based on current guidance issued in November 2021)**

[JCQ Appeals booklet 2022](#) states that "internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the Head of Centre where the candidate was entered or registered. The Head of Centre's decision as to whether to proceed with an appeal is subject to the Centre's internal appeals arrangements." If this guidance is updated, we will adopt the latest guidance for 2023

The school's policy in relation to launching an appeal is divided into two stages:

1. Candidates and/or their parents/carers against whom a judgement of malpractice has been made by an awarding body should write to the Head within one week of receiving the malpractice decision stating clearly the justification for an appeal. The justification should consist of or refer to evidence that shows procedures have not been correctly followed in the process that led to the malpractice judgement. Where new evidence has come to light this should be shared with the Head. The Head should make a timely decision on whether to appeal on behalf of the candidate and promptly communicate that decision to the candidate and/or parent/carer.
2. If the Head decides not to proceed with the appeal the candidate and/or parent/carer may appeal to the Chair of Governors who will form a committee consisting of themselves or their chosen deputy and at least two other governors to review the evidence presented by the Head and the candidate or parent/carer. They will make a timely decision and instruct the Head whether to proceed with an appeal. The governor's decision is final and marks the end of the appeals process.

**At all times in the malpractice process where the wishes of the candidate do not coincide with the wishes of their parent/carer the Head will make the decision as to which course of action is in the best interests of the candidate.**

### **3.4 Definition of malpractice by learners**

This list is not exhaustive and other instances of malpractice may be considered by this Centre at its discretion:

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

### **3.5 Definition of malpractice by Centre staff**

This list is not exhaustive and other instances of malpractice may be considered by this Centre at its discretion:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves Centre staff producing work for the learner.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.

- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

This policy will be reviewed every 12 months by the Senior Leader responsible for Examinations.

**JCQ advice on malpractice:** [Click Here](#)

## 4 Appendix 2: The process for reviewing suitability of access arrangements

The following process is to be used to review suitability of the provision made for students in response to queries from staff, students or parents/carers. This is intended to ensure fairness for all students, ensure that JCQ requirements have been met and prevent any student from being unreasonably disadvantaged where we are in a position to prevent this from happening.

### 4.1 Stage 1

Has the testing process been completed satisfactorily so that the evidence provided to justify the access arrangements given is accurate, valid and reliable? If not, do certain tests need to be repeated or alternative tests or evidence gathering processes conducted to gain an accurate picture of need? If so, tests should be arranged ASAP.

### 4.2 Stage 2

Has the appropriate evidence been fully considered in deciding what Access Arrangements are appropriate? Has the paperwork been collated correctly and the correct proposal for access arrangements made? If additional evidence has been provided by staff, students, parents or carers has it been given due consideration?

### 4.3 Stage 3

After due consideration of the evidence available and a review of the current guidance from JCQ/awarding body does the specialist assessor recommend a change of access arrangements?

### 4.4 Stage 4

After due consideration of the advice of the specialist assessor does the SENCO accept the recommendation of a change of access arrangements?

- Is it practically possible and affordable to provide the support suggested by the specialist assessor?
- Do the proposed changes provide equality of opportunity for students or give an advantage to the recipient of the arrangement. If the former, fine; if the latter consider the possibility that this arrangement would constitute malpractice.
- Are we obliged by legislation or JCQ guidance to provide the arrangements suggested, or any other arrangements not yet suggested?
- If the proposed support for this candidate is deemed to be justified are there other candidates who are equally entitled to this support and should also have their arrangements reviewed? If so, review those cases.

### 4.5 Stage 5

After due consideration of the advice of the specialist assessor and the SENCO does the Senior Leader Examinations accept the recommendation of a change of access arrangements?

## 5 Appendix 3: Assessment Appeals Policy



## 5.1 Reviews of marking - Centre assessed marks (GCE and GCSE nonexamination assessments, BTEC assignments)

Reference document [A guide to the awarding bodies' appeals processes](#)

Wilmslow 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 subjectspecific associated documents.

We wish to enable learners to make enquiries about assessment decisions and, if necessary, appeal against them. We aim to reach agreement at an early and informal stage, but a formal process exists if this proves impossible. We aim to conduct appeals in a systematic and standardised way and retain records in order to demonstrate openness and fairness. We aim to protect the interests of our learners and the integrity of the qualifications we offer.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Wilmslow High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where several subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Wilmslow 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.
2. Wilmslow High School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the Centre's marking of the assessment.
3. Wilmslow High School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Wilmslow High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing via the following link: [WHS Internal Appeals Form](#) and available in the relevant examinations section on the Wilmslow High school Firefly page.
6. If, at any stage in the assessment process including the review stage, it becomes apparent that the candidate may have been involved in plagiarism or any other form of malpractice then Wilmslow High School will investigate this and follow the relevant policy.
7. Wilmslow High School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
8. Wilmslow 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.
9. Wilmslow High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the Centre. The outcome of a review may therefore be one of the following:
  - a. The mark may remain unchanged
  - b. The mark may be increased if the reviewer finds that the mark scheme was not reasonably applied by the original assessor/s
  - c. The mark may be decreased if the reviewer finds that the mark scheme was not reasonably applied by the original assessor/s

10. Because of the tight timescales involved there is no further route for appeal once a review has been conducted, however the school's complaints policy is available for those who may wish to bring to our attention any perceived failures in the way we have assessed or reviewed assessment.
11. The candidate will be informed by email of the outcome of the review of the Centre's marking.
12. The outcome of the review of the Centre's marking will be made known to the Head of Centre and the school will consider whether the request constitutes a complaint under the school's complaints policy. A written record will be kept and made available to the awarding body upon request. Should the review of the Centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
13. After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between Centres. The moderation process may lead to mark changes. This process is outside the control of Wilmslow High School and is not covered by this procedure.

## 5.2 Appeals against the school's decision not to request a post-results service

In normal circumstances the school will support any well-considered request from a candidate for the standard post results services (Clerical check (service 1), Review and priority review of marking (service 2), Moderation review (service 3), Priority copy of marked paper (access to scripts), Original marked paper or recording (access to scripts)).

However, there are certain circumstances where we will not do so, for example if we believe that the action would not be in the candidate's best interest, because there is a risk of it adversely affecting another candidate (e.g. with a request for a review of moderation), or because the impact in school in terms of cost, time or other resources outweighs the potential benefit from the action.

If we make such a decision then candidates, or their parents/carers, may appeal to us by completing the following appeals form; [WHS Internal Appeals form](#) at least 5 working days prior to the internal deadline for submitting the relevant post-results service. The appeal will be considered by the line manager of the person who made the original decision and the appellant will be informed of the outcome of his/her appeal before the internal deadline for submitting an EAR.

## 5.3 Appeals against the outcome of external examination and controlled assessment results

Only the school can mount an appeal to a JCQ awarding body. An appeal can only be requested if a candidate has already requested and received the outcome of a review of marking or moderation review.

Appeals are **not** part of the range of post-results services that we provide to students; they are a process that the school will use if and only if there is evidence that an awarding body has failed to:

- use procedures that were consistent with regulatory requirements
- apply its procedures properly and fairly in arriving at judgements
- properly apply the mark scheme in AS, A-level and project qualifications.

Candidates or their parent(s)/carer(s) may bring to the attention of the school cases where they believe that an appeal may be justified. If they do so they are expected to provide a clear account of which of the conditions stipulated above has been breached and to provide the evidence necessary to show that this is the case. Where the school believes that a valid case can be made, they may choose to mount an appeal. The school will make the judgement about whether an appeal is sufficiently justified to be made to an awarding body on the basis of whether to do so would be a good use of school funds and resources; in doing so they may require a contribution to those costs.

The candidate or a parent/carer of the candidate may be required to pay all or part of the costs of mounting the appeal. This will depend on the nature of the issue being appealed and the extent to which the school feels the candidate has provided good evidence to support it, the likelihood of success and the likely impact of a successful appeal.

We will not support appeals where the motivation is speculative; e.g., an attempt to gain a few more marks to move a student over a grade boundary. We will support appeals where there are strong grounds to believe that a candidate's rights have been breached or they have clearly been treated unfairly.

Candidates, or their parents/carers, may appeal to us by completing the following appeals form; [WHS Internal Appeals form](#) at least 10 working days prior to the deadline for submitting the appeal to the awarding body. Candidates and their parents/carers are encouraged to look for information about appeals on the website of the relevant awarding body and at the [JCQ Appeals booklet](#).

#### **5.4 Appeals against malpractice decisions – when an awarding body has applied a malpractice penalty**

These appeals go straight to Stage 2 (appeal hearing). The school will only appeal malpractice decisions in exceptional circumstances when there is compelling evidence that the awarding body have failed to apply appropriate and reasonable procedures. The basis on which we will pursue this is similar to that for appeals against the outcome of external examination and controlled assessment results: we will do it only when we believe it is well justified and a good use of school funds and resources, and we may require a contribution to cover costs.

We will not support appeals where the motivation is speculative; e.g., an attempt to gain a few more marks to move a student over a grade boundary. We will support appeals where there are strong grounds to believe that a candidate's rights have been breached or they have clearly been treated unfairly.

Candidates, or their parents/carers, may appeal to us by completing the following appeals form; [WHS Internal Appeals form](#) at least 10 working days prior to the deadline for submitting the appeal to the awarding body. Candidates and their parents/carers are encouraged to look for information about appeals on the website of the relevant awarding body and at [JCQ Appeals booklet](#).

#### **5.5 Appeals against access arrangements and special consideration decisions**

If an awarding body has declined an application for special consideration or the school disagrees with the level of adjustment made in response to a special consideration request, then we may choose to mount an appeal. Our experience is that the awarding bodies are normally very

reasonable in their application of these processes so we will only mount an appeal in exceptional circumstances where there is compelling evidence that a reasonable policy or procedure has not been applied. We will not support appeals where the motivation is speculative; e.g., an attempt to gain a few more marks to move a student over a grade boundary. We will support appeals where there are strong grounds to believe that a candidate's rights have been breached or they have clearly been treated unfairly.

Candidates, or their parents/carers, may appeal to us by completing the following Appeals Form; [WHS Internal Appeals form](#) at least 10 working days prior to the deadline for submitting the appeal to the awarding body. Candidates and their parents/carers are encouraged to look for information about appeals on the website of the relevant awarding body and at [JCQ Appeals booklet](#).

## 5.6 Process for ensuring a review opportunity for Centre awarded marks

It is now a requirement that we publish the non-examined assessment/coursework/internally assessed marks awarded by teachers to parents and students in sufficient time for them to request a review of marking from school before we submit the marks to the examination board.

This means that the work must be marked and moderated, and the marks sent home to parents/carers around 10 days before mark submission.

The deadline for submission of most coursework/NEA marks is 15 May. This means that we really need to send marks out to parents/carers near the start of May.

The Easter INSET day is Friday 31 March and this is normally used for moderation.

After this, work will need to be marked and marks recorded into SIMS to enable us to formally send out the results.

## 5.7 Wave 1: BTEC Tech Awards with 1 May submission date

<b>Enterprise</b>	<b>Pearson BEN01</b>	<b>BTEC L1/2 Tech Award</b>	<b>1 May</b>
<b>Health &amp; Social Care</b>	<b>Pearson BHS01</b>	<b>BTEC L1/2</b>	<b>1 May</b>
<b>Digital Information Technology</b>	<b>Pearson BIT01</b>	<b>BTEC L1/2</b>	<b>1 May</b>
<b>Sport</b>	<b>Pearson BSP01</b>	<b>BTEC L1/2</b>	<b>1 May</b>

Work submitted by students at the very latest by	<b>Thursday 30 March</b>
Moderation date	<b>Friday 31 March</b>
Teachers complete marking of coursework and record marks into SIMS by	<b>Tuesday 18 April</b>
Report for parents/carers compiled and sent out via Firefly/email	<b>Wednesday 19 April</b>

5 days allowed for parents/carers/ students to request additional information and then request a review of marking	<b>Monday 24 April</b>
CTL & one other teacher (not the original marker) review the marking of any pieces as requested, and outcome emailed to parents by	<b>Thursday 27 April</b>
Marks submitted to awarding body by	<b>Friday 28 April</b>

### 5.8 Wave 2: Subjects with 7 May submission date

<b>Drama</b>	AQA – 8261/C	<b>GCSE</b>		7 May
<b>DT Food Prep &amp; Nutrition</b>	AQA – 8585/CE	<b>GCSE</b>		7 May
<b>Design Technology</b>	AQA – 8552/CE	<b>GCSE</b>		7 May
<b>English Language</b>	AQA – 8700/C	<b>GCSE</b>	Spoken Language Endorsement	7 May
<b>Media</b>	AQA – 8572/C	<b>GCSE</b>		7 May
<b>Music</b>	AQA- 8271/CE	<b>GCSE</b>		7 May

Work submitted by students by at the very latest	<b>Friday 24 March</b>
INSET moderation	<b>Friday 31 March</b>
School reopens to students after Easter	<b>Monday 17 April</b>
Teachers complete marking of coursework and record marks into SIMS by	<b>Wednesday 19 April</b>
Report for parents/carers compiled and sent out via Firefly/email	<b>Thursday 20 April</b>
5 days allowed for parents/carers/students to request additional information and then request a review of marking	Requests accepted until <b>Tuesday 25 April</b>  Requests for additional information such as mark schemes, copies of student’s work etc. will need to be met quickly – better if this is already shared through Firefly, as far as this is possible.
CTL & one other teacher (not the original marker) review the marking of any pieces as requested, and outcome emailed to parents by	<b>Wednesday 3 May</b>

Marks submitted to awarding body by	<b>Friday 5 May</b>
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### 5.9 Wave 3: Subjects with 15 May submission date

<b>Biology</b>	AQA – 7402/C	<b>GCE</b>	Practical skills endorsement*	15 May
<b>Chemistry</b>	AQA – 7405/C	<b>GCE</b>	Practical skills endorsement*	15 May
<b>Computer Science</b>	AQA – 7517/C	<b>GCE</b>		15 May
<b>DT Food Science &amp; Nutrition</b>	WJEC - 4563	<b>Level 3</b>		15 May
<b>DT Product Design</b>	AQA – 7552/CE	<b>GCE</b>		15 May
<b>English Language</b>	AQA – 7702/C	<b>GCE</b>		15 May
<b>English Literature</b>	OCR – H472	<b>GCE</b>		15 May
<b>Geography</b>	AQA – 7037/C	<b>GCE</b>		15 May
<b>History</b>	AQA – 7042/C	<b>GCE</b>		15 May
<b>Media Studies</b>	AQA – 7572/C	<b>GCE</b>		15 May
<b>Physics</b>	AQA – 7408/C	<b>GCE</b>	Practical skills endorsement*	15 May

Work submitted by students by at the very latest	<b>Friday 24 March</b>
Teachers complete marking and moderation of coursework and record marks into SIMS by at the very latest	<b>Friday 28 April</b>
Report for parents/carers compiled and sent out via Firefly/email	<b>Wednesday 3 May</b>
5 days allowed for parents/carers/students to request additional information and then request a review of marking	Requests accepted until <b>Monday 8 May</b>  Requests for additional information such as mark schemes, copies of student’s work etc will need to be met quickly – better if this is already shared through Firefly, as far as this is possible.

CTL & one other teacher (not the original marker) review the marking of any pieces as requested, and outcome emailed to parents by	<b>Wednesday 10 May</b>
Marks submitted to awarding body by	<b>Friday 12 May</b>

### 5.10 Wave 4: Subjects with 31 May submission date

<b>Drama</b>	AQA – 7262/C	<b>GCE</b>	31 May
<b>Art &amp; Design</b>	AQA – 7201/C	<b>GCE</b>	31 May
<b>Art &amp; Design</b>	AQA – 8201/C	<b>GCSE</b>	31 May
<b>Art &amp; Design Graphics Communication</b>	AQA – 8203/C	<b>GCSE</b>	31 May
<b>Art &amp; Design Graphic Communication</b>	AQA – 7203/C	<b>GCE</b>	31 May
<b>Art &amp; Design Photography</b>	AQA – 8206/C	<b>GCSE</b>	31 May
<b>Art &amp; Design Photography</b>	AQA – 7206/C	<b>GCE</b>	31 May
<b>Art &amp; Design Textile Design</b>	AQA – 7204/A&D	<b>GCE</b>	31 May

Work submitted by students by at the very latest	<b>Friday 21 April</b>
Teachers complete marking and moderation of coursework and record marks into SIMS at the very latest by	<b>Wednesday 3 May</b>
Report for parents/carers compiled and sent out via Firefly/email	<b>Friday 5 May</b>
5 days allowed for parents/carers/students to request additional information and then request a review of marking	Requests accepted until <b>Wednesday 10 May</b>  Requests for additional information such as mark schemes, copies of student’s work etc will need to be met quickly – better if this is already shared through Firefly, as far as this is possible.
CTL and one other teacher (not the original marker) review the marking of any pieces as requested, and outcome emailed to parents by	<b>Monday 22 May</b>
Marks submitted to awarding body by	<b>Friday 26 May</b>

### Questions:

## Where do we record our coursework marks; we always used to do it on the examination board website?

Marks must now be recorded into Examinations Organiser mark sheets instead so that we have the data in SIMS in order to report them to parents.

## What if we get a lot of requests for reviews, how will we cope?

We do not know how many requests we will get, but it would be wise to mark the period 3 to 10 May in your diary as being a busy time. We are warning candidates that reviews of marking can result in marks going down as well as up, and we are requiring them to give a justification for their review request – there must be some evidence.

## Is the timing sufficient?

It is very tight. The sooner you can publish marks to students, the better. Teams can publish marks to students through firefly and point them to the examinations section of the school website if they wish to consider requesting a review.

## Does this apply to BTEC courses?

BTEC assignments have always been open to requests for review.

Useful links:

<http://www.aqa.org.uk/examinations-administration/dates-and-timetables/deadlines-for-controlled-assessment>

<http://www.aqa.org.uk/examinations-administration/coursework-controlled-assessmentnea/submit-marks>

<https://www.aqa.org.uk/exams-administration/coursework-controlled-assessment-nea/submitmarks/submit-marks-online>

BTEC subjects that include internally assessed units: a similar process can be applied in that a student's work may be reviewed;

<https://qualifications.pearson.com/en/support/supporttopics/results-certification/post-results-services/post-results-services-information-forstudents/post-results-services-for-btec.html>

OCR: <https://ocr.org.uk/administration/general-qualifications/assessment/non-exam-assessment/>

OCR key dates: <https://www.ocr.org.uk/administration/general-qualifications/preparation/keydates-and-timetables/>

## 6 Appendix 4: Key dates and deadlines 2022/23

### Autumn Term

#### September 2022

1 September BMAT registration opens

6<sup>th</sup> Form



2 September	November 2022 series base data released on or before this date	Exams
3 September	November 2022 entries can be submitted from this date	Exams
September	Last date for Enquiries About Summer Results	All
20 September	Last date to request modified papers (GCSE November series)	Learning Support & Exams
30 September	Final date to request Cambridge Assessment Test Modified Papers	Exams

### October 2022

1 October	BMAT entry deadline <b>Late fees</b> apply from 2 October	CTLs/Exams
1 October	Final date to submit Form JCQ/Centre Consortium Arrangements for GCSE English Language, Spoken Language Endorsement – November 2022 series	CTLs
4 October	Final date for November Entries (Maths & English GCSE resits only)	Exams
10 October	Final date for Estimated Entries – GCE & GCSE	6 <sup>th</sup> Form
15 October	Final date for <b>LATE</b> BMAT, ELAT, HAT, PAT, TSA (Oxford) entries	Exams
18 October	EPQ entry deadline	CTLs/Exams
18 October	BTEC external assessment entry deadline – January English/Exams 2023 series	
31 October	GCSE English Lang Exam Paper 1 (am)	English/Maths/Exams
31 October	First date to submit special consideration requests for English/Maths/Exams November 2022 series	

### November 2022

1 November	BTEC registration deadline
1 November	Final date to process GCSE AA applications for November 2022 series
1 November	GCSE Mathematics Exam Paper 1 (am)
2 November	GCSE English Exam Paper 2 (am)
November	Cambridge Assessment Admission Tests (BMAT, MAT, MLAT, ENGAA, NSAA)
November	Cambridge Assessment Admission Tests (PAT, TMUA, TSAS1, HAT)
3 November	GCSE Mathematics Exam Paper 2 (am)
5 November	Final date for submitting GCSE English Language Spoken Language and GCSE MFL Speaking Endorsement Grades – Autumn series
5 November	Date by which June 2022 certificates will be issued by exam boards (approx 8 weeks after results days)
7 November	GCSE Mathematics Exam Paper 3 (am)
19 November	Deadline for withdrawing BTEC National and Tech Award entries (Jan 2023 series)
23 November	Final date for submitting special consideration requests for standard GCSE exams e.g. English & Maths – November 2023 series
25 November	BMAT results available to candidates online – from 9:00am
28 November- December	Year 11 Mock 1 – (externally invigilated) 15

Learning support/ Exams

Maths dept/Exams

English dept/Exams

6<sup>th</sup> form/Exams

6<sup>th</sup> Form/Exams

Maths dept/Exams

English & MFL dept/ Exams

Maths dept/Exams

Exams

English & Maths dept/ Exams

6<sup>th</sup> Form/Exams

Exams/CTLs

Exams/CTLs

### December 2022

22 December	Final date to amend or withdraw entries for November 2022 series – GCSE English Language and Maths	Exams
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### January 2023

9–23 January	Year 13 Mock 1 (externally invigilated)	Exams
10 January	EPQ deadline to submit Centre marks and moderation	Exams samples
11 January	GCSE Restricted release of results – English Language & Maths	English & Maths dept/Exams
12 January	GCSE Release of results to students – English Language & Maths	Learning Support & Exams
31 January	Final date for requesting Modified Papers – June Series	
31 January	Final date for withdrawal of BTEC registrations made from 1 September 2022–31 January 2023 provided the learner(s) have not completed any units and no test bookings have been made	Exams

## February 2023

16 February	Final date for GCSE reviews of marking or other results CTLs/Exams enquiries and requesting copies of scripts to support teaching and learning – November 2022 series (GCSE English Language & Maths)	
21 February	Final date for GCE, GCSE summer entries	CTLs/6 <sup>th</sup> Form/Exams
22 February	Date very late entry fees payable from	CTLs/Exams
28 February	Date by which November 2022 certificates will be	Exams issued
28 February – 3 March	Year 11 Mock 2, Maths, English & Science – externally invigilated	Exams/CTLs

## March 2023

1 March	EPQ restricted release of results	Exams
2 March	EPQ release of results to candidates	6 <sup>th</sup> form/Exams
21 March	GCE, GCSE Final date for requesting transferred candidate Exams arrangements using CAP (Centre Admin Portal) – Summer series	
21 March	GCE, GCSE Final date to process applications for access arrangements - AQA	Learning Support/ Exams
22 March entries	Date from when OCR charges for any tier changes or	CTLs/Exams amendments to
22 March	BTEC Nationals, Results release to Centres	Exams
23 March	BTEC Nationals, Results release to candidates – January series	Exams
23 March	BTEC Tech Awards (from 2017) Entry deadline for June 2023 series	Exams
29 March	Earliest date to access GCSE MFL Speaking Test Material. To be accessed 3 working days in advance of test	MFL/Exams
<b>31 March</b>	<b>BTEC Nationals External assessment entry deadline for students who sat the January 2023 BTEC assessments –</b>	CTLs/Exams
	<b>June 2023 series</b>	
31 March	GCE, GCSE, final date to process applications for access arrangements - <b>PEARSON</b>	Learning Support/ Exams

### April 2023

1 April	Earliest date to submit a special consideration request for series	Exams summer
5 April	BTEC Tech Awards, Restricted release of results to Centre – series	Exams February
5 April	Earliest date GCE MFL Speaking Test booklets can be accessed -	Exams <b>AQA</b>
6 April	BTEC Tech Awards, Results release to candidates – February series	Exams
12 April	Earliest date GCE MFL Speaking Test booklets can be accessed -	Exams
	<b>PEARSON</b>	
12 April	<b>AQA</b> Functional Skills Results – March 2023	Exams
13 April	Earliest date for Functional Skills exam scripts to support teaching Exams and learning to be returned to school for March 2023 series	
14 April	<b>BTEC Tech Award (from 2017) External assessment entry deadline for students who sat the February 2023 assessments - June 2023 series</b>	Exams
14 April	EPQ, date by which certificates will be issued	Exams
17 April	AQA Centre marks submission portal open for Centre assessed	Exams marks
17 April	Learner Work Transfer portal available for uploading of evidence for sampled learners – <b>PEARSOM BTEC Tech Award 2022</b>	Exams for
20 April	Final date to request priority copies of scripts to decide on a results for March 2023	Exams review of
21 April series	Final date by which withdrawn entries will be refunded –	Exams Summer
22 April	Date from when AQA and Edexcel charge for any tier changes or CTLs/Exams amendments to entries	

### Summer Term

### May 2023

1 May	<b>PEARSON BTEC Tech Awards (2022) - Deadline</b> to submit Centre marks and moderation samples – June 2023 series	Exams
1 May	<b>PEARSON BTEC Tech Awards (2022) - Final deadline</b> for entries and <b>Entry withdrawal deadline</b> – any entries not withdrawn will use up one of the 3 entries included in the registration fee	Exams
7 May	Final date for submission of Centre assessed marks for GCSE (AQA, OCR, Pearson and WJEC) except for Art & Design	CTLs/Exams
7 May	Final date for submission of GCSE English Spoken Language Endorsement	English/Exams
w/c 8 May	MFL GCSE Speaking Test window	MFL
w/c 15 May	MFL GCE Speaking Test window	MFL
w/c 15 May	Last date for March 2023 Functional Skills Review of Results	Exams
11 May	Final date for submission of Centre assessed marks for GCE (AQA, OCR, Pearson and WJEC) except for Art & Design and L2	CTLs/Exams
15 May	AQA Functional Skill English	
15 May	GCSE/GCE examinations start	All
15 May	Final date to submit GCE MFL Speaking Tests via Learner Work Transfer File - <b>PEARSON</b>	MFL/Exams
23 May	Deadline to submit Results Entry 7B file for August results days	Exams
31 May	Final date for submission of Centre assessed marks for GCE & GCSE Centre assessed marks for Art & Design	All
31 May		

### June 2023

19 June	Years 10 and 12 end of year internal assessments	CTLs/Exams
23 June	Final date of external summer examinations	All
28 June	Contingency exam day for GCSE and/or GCE examinations All in the event of any national or local disruption to the Summer series (JCQ stipulation)	

### July 2023

5 July	<b>Final date to claim BTEC qualifications online</b>	CTLs
28 July	<b>GCE, GCSE - Final date for submitting special consideration requests to awarding bodies</b>	Exams

### August 2023

9 August	<b>BTEC Nationals, restricted release of results to Centres</b>	Exams
16 August	<b>GCE Restricted release of results</b>	Exams

16 August	<b>BTEC Tech Awards (2017) restricted release to Centre</b>	Exams
17 August	<b>GCE/BTEC Nationals Results Day</b>	All
23 August	<b>GCSE restricted release of results</b>	Exams
23 August	<b>BTEC Tech award (2022) restricted release to Centre</b>	Exams
24 August	<b>GCSE Results Day</b>	All
24 August	<b>BTEC Tech award (2017 and 2022 qualifications) release of results to students</b>	Exams
24 August	<b>Last date to request Priority Service 2 Review of Results – AS and A level</b>	6 <sup>th</sup> Form
31 August	<b>Final date to request GCE Priority Scripts to decide on a review of results</b>	6 <sup>th</sup> Form



## 7 Appendix 5: Calculator Policy

It is helpful for all students and their parents/carers to understand our policy in relation to calculators. The mathematics department have settled on a preferred model of calculator: the **Casio fx-83GT Plus**. We recommend that all students in Years 7 to 11 have this model of calculator. It is part of the standard equipment needed each day in school, along with a personal reading book and a properly equipped pencil case containing pens, pencils, rubber, pencil sharpener, protractor, ruler and a pair of compasses.

The fx-83GT is sold in Printworks, and is widely available from other retailers, e.g. [Amazon](https://www.amazon.co.uk/dp/B000000000).

When students get their new calculator, they should ensure they keep the instruction manual or [download a copy here](#).

We know that this cost will be a difficulty for some families and would encourage those students or their parents/carers to discuss this with either their form tutor, Head of House, or Student Manager so that we can find a way to help.

Students should also ensure that they *bring the calculator to every examination* in mathematics, science, business studies, design and technology and any other subject where there is the slightest possibility of a calculation being necessary. Although the first mathematics paper is often a noncalculator paper, students are allowed to leave their calculator on the floor below their desk for these examinations. We also strongly encourage students to have spare equipment in crucial external examinations *including a spare calculator if possible*. This could be borrowed for the exam period – it is better to be safe than sorry.

Everyone should understand our policy about lending calculators for examinations:

- In **external** (e.g. GCSE and A-level) examinations we will, *where possible*, lend students a calculator if it is required for an examination.
- However, all students should be aware that, if a large number of students fail to bring a calculator and then discover that it is necessary, we may run out of our stock of emergency calculators and be unable to help. *We are therefore not able to promise that we will be able to lend a calculator, or that if we do lend a calculator, it will be suitable for the candidate's needs*. We have a large stock of calculators for lending, but we have experienced situations where a large number of ill-equipped candidates have asked to borrow one: please do not rely on being able to borrow one.
- For **school** examinations, and mock examinations we operate a very clear policy of *not lending any equipment* other than a pen during examinations.

There are two exceptions to this.

1. If a child has suffered a domestic difficulty that means that they have been unable to arrive at school properly equipped then they should discuss this with their form tutor or another member of the pastoral team, who will do their best to help, before the examination is due to start, or as soon as they get to school if they are late.
2. If a piece of equipment breaks during an examination, then we will do our best to offer a temporary replacement. This can include calculators, compasses, protractors etc.

## 8 Appendix 6: Emergency evacuation procedure for examinations

### 8.1 Procedure for responding to the fire alarm bell

As a means of communication during the examination the lead invigilator of the exam venue must have a mobile telephone turned on, in silent mode.

The following actions must be taken by invigilators in the event of a fire alarm:

1. Stop the candidates from writing.
2. Make a note of the time.
3. If in the sports hall/assembly hall/gym await further instruction, if it appears safe to do so. If no instructions come within **1 minute**, proceed with evacuation as below

If not safe to do so, or the exam is taking place in a small room, proceed as follows:



1. Collect the attendance register, if available, and seating plan, as a means of checking all candidates are present.
2. Large venue e.g. Sports Hall/Gym/Hall; leave all question papers in the examination room.
3. Small Room; collect all question papers, if safe to do so and keep securely.
4. Large venue; secure all doors upon leaving, if safe to do so.
5. Evacuate the examination room ensuring candidates leave the room in silence.
6. Ensure candidates are supervised as closely as possible whilst out of the examination room to make sure there is no discussion about the examination.
7. Once the decision is made that it is safe to return to the examination venue escort the candidates back to their seats, make a note of the time and re-start the examination.
8. Add the interruption time onto the original finish time to ensure all candidates are allocated their full time.
9. Once the examination has finished write a full report of the incident, include any timings and the action taken and pass onto the Examinations Officer.
10. The report must then be sent to the relevant awarding body by the exams office.

## 9 Appendix 7: Candidate Identity Risk Assessment

Risk	Possible Impact	Likelihood	Overall Risk	Action to reduce risk	Overall Risk after action
External candidate taking examinations under a false identity	Risk to integrity of qualification, identity fraud, reputational damage	Moderate	Moderate	Check formal ID documents including photo ID when candidate arrives to take examination	Low
	Safeguarding of other students/staff compromised	Very low	Low	1 of Utility bill/marriage certificate/birth certificate 1 of passport/driving license/other high quality photo ID	
Sixth former enrolling in Sixth Form under a false identity	Risk to integrity of qualification, identity fraud, reputational damage, safeguarding of staff/students compromised	Very low	Low	Check formal ID documents including photo ID at enrolment  See birth certificate or equivalent	Very low

"False" candidate sitting examination on behalf of a sixth former	Risk to integrity of qualification, identity fraud, reputational damage, safeguarding of staff/students compromised	Low	Moderate	All students to be wearing ID badges for exams - invigilators to check for this  Spot checks for malpractice at the start of exams to include checking ID badge photos  Vigilance of sixth form pastoral staff prior to exams	Low
"False" candidate sitting examination on behalf of a Year 9 to Year 11 student	Risk to integrity of qualification, identity fraud, reputational damage, safeguarding of staff/students compromised	Very Low	Low	All students to be wearing school uniform. Year 11 students to be wearing their identity badges. Years 9 and 10 to be issued with temporary yellow ID badge, using SIMS photo, if sitting an external assessment  Spot checks for malpractice at the start of exams to include checking identity of students (school staff will know the students)  Vigilance of school pastoral staff prior to exams	Low

## 10 Appendix 8: Advice for parents and students requesting a smaller/different venue for examinations

We have experienced in recent years a significant increase in the number of requests for children to be accommodated differently for their examinations. This is due in part to increased awareness of anxiety and the impact it has on students, but also reflects an entirely understandable wish on the part of parents to ensure that their child has the best possible conditions for assessment.

We know that sitting in a large hall taking an examination can be a traumatic experience for some students. We know also that some students are very easily distracted, and parents are often of the opinion that a large examination venue is a more distracting place to be than a small venue.

There are limits to what can be provided here due to the space we have available in a very full school building and the additional complexity of running examinations in multiple locations. We must, therefore, allocate resources based on greatest need and we ask parents to trust us as we make the decisions about who needs this provision the most.

We do not accommodate everyone who requests this provision; were we to do so we would quickly run out of capacity and then be unable to accommodate any very needy new cases which arise.

In making the decision about who needs a smaller venue we will ask for supporting evidence from a specialist consultant level psychiatrist in the case of students suffering extreme anxiety, **triggered by examinations** or evidence from teachers and the Learning Support Team where the issue being addressed is more related to the Special Educational Needs of the student, **which will be supported by their EHCP where relevant.**

## 10.1 Concentration difficulties

In the case of students with ADHD, or other conditions which mean they find it hard to sustain concentration, a smaller venue may or may not help them. We form a view about this in two ways:

1. By considering what their normal way of working in the classroom is. If they normally need special arrangements such as close supervision from a Learning Support Assistant or taking a writing task outside the classroom to work on their own, then we will want to consider how we can replicate that normal way of working in an examination.
2. By going through a monitoring process involving our invigilators. The student takes examinations in the normal venue and an invigilator is nominated to monitor that student and make notes during each examination about how well they remain on task, how distracted they appear to be and how much time they are spending not focused on the assessment task. In mock examinations we may also allow an invigilator to prompt them when they are unfocused so that we can see whether the provision of a prompter in external examinations would help the student to access the assessment fully. If we then decide that it is worth trying a smaller venue, we will also want to review later whether the change of venue has given them fairer access to the assessment or not. If it has failed to do so, then we may judge that it is better to revert to the normal arrangement.

## 10.2 Anxiety

For students who suffer from extreme anxiety the solution to this problem is different for each student. There are a variety of things we can do to help and we need evidence that we (the school and the student) have tried all stages of this process through mock examinations before we can make decisions about smaller venues:

1. Ensuring that students understand that examinations are a routine part of life that happen every year and are just a normal part of learning – this is why we have students take formal examinations twice a year all the way through secondary school, and we treat all these examinations as significant opportunities to perform and show ourselves at our best.
2. Additional examination practice – many students find it helpful to address their fears directly and practise taking examinations in a formal venue. This can help to normalise the venue and desensitise the student to the psychological triggers that cause them to experience feelings of panic. For this reason, we run examination practice sessions every week after school, which teachers can sign students up for.
3. Counselling and support – please talk to your child’s Head of House or encourage your child to visit the Wellbeing Hub or talk to their form tutor to discuss their anxiety so that we can consider which support route to refer them to.
4. Adjusting their seat allocation in the exam hall – for some students simply being moved to the back or the front of the hall to be seated by a wall can make a big difference.
5. For a small number of students, we will make the decision to seat them in a smaller venue, but only once we are happy that students have properly tried the other possible solutions to their difficulty. This may come across as us being bureaucratic, unsympathetic or unhelpful but in fact it is just us trying to be fair to everyone whilst trying to help students to manage a condition which could affect them for the rest of their lives if they do not develop effective strategies.

## 10.3 What can you do if you are unhappy with our decision?

If you feel that your child's needs have not been considered properly then the first thing to do is to contact us and set out your concerns and outline what you think a good solution might be. You can write, or speak, to Mrs Cotton, our Examinations Officer.

If you have done this and still think that a mistake has been made then please contact Mr Munro, the Senior Leader responsible for Examinations. He will review whether school policies have been followed and whether we have considered properly any evidence we have in relation to the request being made.

If you are still not happy with the arrangements being made then you should follow the school's complaints procedure, details of which can be found on the school website.

## **11 Appendix 9: Use of Laptop and Word Processor in Examinations**

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2022-2023](#) and [Instructions for conducting examinations 2022-2023](#) publications.

### **11.1 Introduction**

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

(AA 4.2.1)

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENCoS must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.1)

The Additional Learning Support lead/SENCo must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

## **11.2 The criteria Wilmslow High School uses to award and allocate word processors for examinations and assessments**

The 'normal way of working' for exam candidates, as directed by the head of Centre, is that candidates handwrite their exams unless there are exceptions.

### **11.3 Exceptions**

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate 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

The Centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (switched off) where it is their normal way of working within the Centre (AA 5.8.1) • award the use of a word processor to a candidate where appropriate to their needs • For example, a candidate with:
  - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
  - a medical condition ○ a physical disability ○ a sensory impairment
  - planning and organisational problems when writing by hand ○ poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as is practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The Centre will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in exams or can work faster on a keyboard, or because he/she uses a laptop at home. (AA 5.8.4)

The use of a word processor would be considered for a candidate:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where the curriculum is delivered electronically and the Centre provides word processors to all candidates (AA 5.8.4)

### **11.4 Arrangements at the time of the assessment for the use of a word processor**

A candidate using a word processor is accommodated in a room for a smaller group of candidates In compliance with the regulations the Centre:

- provides a word processor with the spelling and grammar check predictive text disabled (switched off) to a candidate where it is their normal way of working within the Centre, unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their Centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- If a candidate is using the software application Notepad or WordPad these do not allow for the insertion of a header or footer. In these instances, once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

(ICE 14.25)

The Centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions

- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), email, the Internet, social media sites, spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **11.5 Portable storage medium**

(ICE 14.25)

The Centre will ensure that any portable storage medium (e.g. a memory stick) used:

- is provided by the Centre
- is cleared of any previously stored data

### **11.6 Printing the script after the exam has ended**

(ICE 14.25)

The Centre will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word-processed script is attached to any answer booklet which contains some of the answers

- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The Centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

The Centre may retain electronic copies of word-processed scripts as the electronic copy of a wordprocessed script may be accepted by an awarding body where the printed copy has been lost. However, the Centre would need to demonstrate to the awarding body that the file has been kept securely. The Head of Centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

### **11.7 Allocating word processors at the time of the assessment**

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the ALS lead/SENCo and the Exams Officer.

In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time.

The security of the exam will be maintained at all times and candidates will be supervised in line with Section 7 of ICE.

### **11.8 The criteria Wilmslow High School uses to award and allocate word processors for examinations**

Wilmslow High School recognises that some students may benefit from the use of a word processing device such as a laptop, a PC, or a tablet computer in order to overcome difficulties related to:

- 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;
- poor handwriting;
- planning and organisational problems when writing by hand.

This list is not exhaustive.

### **11.9 Who will provide a word processor?**

Students may, by arrangement with the SENCO, bring their own portable word processing equipment into school. In this case the safety and risk of loss or damage associated with bringing an electronic item into school rests with the student and their parent and the school accepts no responsibility for



ensuring the item is kept safe. Prior to this the student's parent/carer must have completed [this form](#). No item which could be in any way dangerous to any student or adult in school should be brought to school by any student. Access to the school's network, printers, mains electricity or the Internet is unlikely to be possible with students' own equipment and should not be assumed. Students are expected to bring such devices to school with sufficient charge to last the day and safe storage and charging points are not guaranteed.

## 11.10 Examination access arrangements

### 11.10.1 Word processor

The school will grant use of a word processor as an *examination access arrangement* where this is a student's normal way of working within school and for completing home learning and is appropriate to their needs in a given examination.

A Specialist Assessor/SENCO will consider that the use of a word processor is a student's *normal way of working* in the following types of circumstance:

- Where a student's handwriting is so bad that it is necessary for their home learning and class work to be wordprocessed for teachers to understand it
- Where a student's speed of handwriting is so slow that their progress in learning is significantly hampered.
- Where a student's specific learning difficulty means that it is easier for them to organise their thinking and demonstrate their learning through a word processor
- Where a student would normally take school assessments and examinations using a word-processor as a result of testing carried out by a Specialist Assessor.
- Where there is a medical condition detailed by a medical professional recognised by the Health & Care Professionals Council (HCPC). This does not include the student's own GP.

**A word processor will only be issued to a student for examinations** where it reduces the effect of a disability or difficulty that places the learner at a disadvantage. Equally the use of a word processor must not further disadvantage the learner. Therefore, where their speed of writing is greater than their typing speed, and their handwriting is legible, students will not be allowed to use a laptop or similar in examinations.

### 11.10.2 Saving work in examinations

It is the student's responsibility to ensure that they check and save copies of their work regularly during an examination and that, at the end of the examination, they save their work both onto the portable memory device provided and on the hard drive of the laptop itself. Students will be trained to do this in preparation for examinations by the Learning Support team, and a written reminder about this will be placed on the examination desk. At the end of the examination the work that the student has saved will be printed by the invigilator.

If students are given the entitlement to use a word processor in examinations but decline to make use of this entitlement for the examinations for which it is intended, that entitlement will be removed. Parents will be informed in writing (by email or in hard copy) when this happens.

## **12 Appendix 10: Internal Verification Policy for BTEC courses**

### **12.1 Policy Aims:**

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

### **In order to do this, Wilmslow High School will ensure that:**

1. Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes.
2. Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area, following the required OSCA process or equivalent.
3. Staff are briefed and trained in the requirements for current Internal Verification procedures; this is ensured through our CPD processes and considered carefully in the timetabling and curriculum development processes in school. The Quality Nominee is responsible for requesting sufficient INSET time to enable BTEC assessors to be fully trained and ensuring that lead IVs can deliver this training.
4. Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff; Internal Verifiers for different courses collaborate through termly meetings with the Senior leader Examinations to ensure that the approach is consistent for different courses
5. Standardised Internal Verification documentation is provided by the IV for each course and used by all the assessors.
6. All Centre assessment instruments are verified as fit for purpose at the outset of the course with the Centre Quality Nominee ensuring that courses and assessment tasks are properly planned and meet the required standards
7. An annual Internal Verification schedule, linked to assessment plans, is in place
8. An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure Centre programmes conform to national standards
9. Secure records of all Internal Verification activity are maintained by teams using locked office drawers and properly backed up electronic storage.
10. The outcome of Internal Verification is used to enhance future assessment practice.

## **13 Appendix 11: BTEC Registration and Certification Policy**

### **13.1 Aims**

1. To register individual learners to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.
3. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, Wilmslow High School, will:

1. Register each learner within the awarding body requirements through the course details in Firefly
2. Provide a mechanism for programme teams to check the accuracy of learner registrations
3. Make each learner aware of their registration status by providing a statement of entry from Exams Organiser
4. Inform the awarding body of withdrawals, transfers or changes to learner details through the usual examination administrative procedures
5. Ensure that certificate claims are timely and based solely on internally verified assessment records
6. Audit certificate claims made to the awarding body; Quality Nominee to ensure this is done at the appropriate time
7. Audit the certificates received from the awarding body to ensure accuracy and completeness
8. Keep all records safely and securely for three years post certification.

## 13.2 Procedures

### 13.2.1 Registration

1. Registration mark sheets, listing students in each BTEC class against the corresponding BTEC specification, will be compiled by the exams team in September and emailed to departments for checking, signing and returning
2. All mark sheets must be returned and submitted to the awarding body prior to the 1 November deadline via EDI as confirmation of registration.

### 13.2.2 Transfer/Withdrawal

1. The exams office must be notified in writing of any students that are to be transferred to an alternative level of BTEC qualification or withdrawn.
2. For further information on transferring students see the following link:  
<https://qualifications.pearson.com/en/support/support-topics/registrations-entries/vocational-registrations.html>
3. For full refund of the initial registration fee students must not have sat any units and be withdrawn prior to the 31 January deadline.
4. For refund of any external assessments that students have been entered for during the academic year entries must be withdrawn by the deadline listed in the key dates section of the information manual: [1-Key-Dates.pdf \(pearson.com\)](#)

### 13.2.3 Unit Certification

1. Departments are responsible for inputting candidates internally assessed marks onto Edexcel Online by the awarding bodies deadline, date to be advised.
2. Following completion of the qualification and by the 31 May deadline, the exams team will submit a results entry file to the awarding body via EDI in readiness for the August results day.

### 13.2.4 Certification

Upon receipt of BTEC certificates from the awarding body the exams team will carry out a 10% check as follows:

1. A copy of the results achieved by the cohort for each BTEC qualification in the relevant academic year will be printed out from Edexcel Online

2. Details will be checked, for 10% of the candidates, against the corresponding certificate by a member of the exams team.
3. Once checked for accuracy if no amendments are required the result sheet will be signed, dated and kept on file for a total of three years.
4. If amendments are required a copy of the original certificate will be made and stored in secure storage. The original certificate will then be posted out to Pearson with an explanatory letter detailing the changes to be made.

Any further information required regarding registration and certification procedures can be found in the Information Manual available on the Pearson [website](#).

## 14 Appendix 12: Access Arrangements Policy

### 14.1 What are access arrangements and reasonable adjustments?

#### 14.1.1 Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

#### 14.1.2 Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

### 14.2 Purpose of the policy

The purpose of this policy is to confirm that Wilmslow High School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements. (JCQ's General Regulations for Approved Centres, section 5.4). This publication is further referred to in this policy as GR.

This policy is maintained and held by the Senior leader responsible for examinations lead/SENDCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the ALS lead/SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection.

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'. This publication is further referred to in this policy as [AA](#).

### 14.3 General principles

The principles for the centre to consider are detailed in [AA](#) (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidate.

The SENCo **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

### 14.4 Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Policy is located in the Exams office.

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

### 14.5 The assessment process

Assessments are carried out by an assessor(s) appointed by the Head of Centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA, section 7.3](#).

#### 14.5.1 Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

### **14.5.2 Picture of need/normal way of working**

A picture of need is created from Teacher and Learning Support Assistant (LSA) Observations; performance in lessons and internal exams; CATS; SATS and history of need from feeder primaries.

The referral and observation process is an integral part of the application; staff are informed that without quality feedback applications cannot be made.

The Deputy Headteacher and Specialist Assessor have all delivered training to implant the processes.

Referral and observation paperwork detail the learners' normal way of working in the centre. Where changes are to be made to this following testing this is communicated by the learning support department. Where students have pupil passports normal way of working is identified.

All access arrangements are recorded on SIMS. A spreadsheet with access arrangements is available to all teachers in the shared folder.

Results of all testing, whether a student qualifies or not, is recorded on a separate spreadsheet.

All assessments that are used for Access Arrangements are personally conducted by [name], the Specialist Assessor employed directly by the Centre. (JCQ AARA 7.5.5)

The results of all testing is fed back to the learning support department. Results that evidence an impairment which substantially affects their performance are discussed with the Learning Support Department (JCQ AARA 7.5.4). Recommendations for Access Arrangements and normal way of working are discussed prior to any Access Arrangement application.

The school has a full battery of current Cat B tests that cover (JCQ AARA 7.5.7):

- Speed of Working (Processing; Handwriting Speed; Reading Comprehension Speed)
- Memory (Working Memory)
- Phonological Processing (Phonological Awareness; Phonological Memory; Rapid Symbolic Naming)
- Literacy (Single Word Reading; Sentence Comprehension; Spelling)
- Maths Fluency

All scores are reported as standardised scores. All tests are ratified by the SpLD Test Evaluation Committee (JCQ AARA 7.5.9).

Students with EHCPs will be tested for Language modifier or more than 25% Extra Time (JCQ AARA 7.5.10). A detailed picture of need will be drawn. Once the initial application is automatically rejected, referrals to awarding bodies will be made through the CAP.

In order to keep up-to-date with all regulations the Specialist Assessor attends refresher training each September. Records of this training and attendance certificates are held by the centre.

At Wilmslow High School, Aidan MAgrath, Specialist Assessor, completes all Form 8s and processes all applications through the Centre Administration Portal (CAP) (JCQ AARA 7.6.1).

Data Protection Notices are created prior to any application being made. Students read the paperwork in a paper copy but complete an electronic version which is held in the secure Access Arrangements folder. Access to the folder is strictly limited to the SEN department and Senior Management (JCQ AARA 7.6.4)



All paperwork is held electronically in individual student files on a secure drive on the school network. Paperwork is completed by [name], Specialist Assessor, and signed off by Lisa Frankham, SENCo. All signatures are electronic (JCQ AARA 7.6.4).

## **14.6 Processing access arrangements and adjustments**

### **14.6.1 Arrangements/adjustments requiring awarding body approval**

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for Centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to [AA, chapter 8](#) (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

All applications are completed by Aidan Magrath, Specialist Assessor following completion of testing and all paper work (Form 8, Detailed File Note, Short Concise File Note where appropriate) detailing history of need; teacher evidence and normal way of working, and the completion of a Data Protection Notice by the student. Where students are not able to comprehend the data protection notice permission is sought from parents/guardians.

All evidence is kept on a secure drive. All paper copies of testing materials are lock in a secure cupboard in Learning Support. Awarding Body referral paperwork is kept alongside all other paperwork in the student's individual folder on the secure drive. The data protection confirmation is strictly adhered to at all times.

Modified papers are ordered through the exams office. Coloured Paper and enlargements are printed on a secure printer.

Aidan Magrath works at Wilmslow High School 6 days a months. In this time all testing and paperwork is completed. All paperwork and applications are stored securely (JCQ AARA 8.6)

Only paperwork for the current academic year (Form 8, Data Protection Notice) is used.

### **14.6.2 Centre-delegated arrangements/adjustments**

Word Processor use is guided by the centre's Word Processor Policy. This is published on the school website as a part of the exams policy.

Supervised Rest Breaks are the student's normal way of working and the evidence of need is detailed on a Short Concise File Note.

Computer Reader/Reader is the student's normal way of working and the evidence of need is detailed on a Short Concise File Note. Students have access to the computer reading software on all school computers; the licence also covers home use.

Evidence for all other centre approved arrangements adjustments is considered on a case by case basis. This is overseen by the SENDCo/Deputy Headteacher. They will often seek the advice of the Specialist Assessor when making these judgements and to ensure that they are in keeping with current regulations.

## 14.7 Centre-specific criteria for particular arrangements/ adjustments

### 14.7.1 Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

Policy located in the exams office and as part of the examinations policy (appendix 9).

### 14.7.2 Separate Invigilation Policy

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the ALS lead/SENCo.

The decision will be based on:

- 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 ([AA, section 5.16](#))

Separate Invigilation is assessed on individual need. Where this is due to SEMH or behaviour that may impact on others sitting the examination the Deputy Headteacher will take the lead. Where this is based on a learning need this will led by the SENCo.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (JCQ AARA, section 5.16).