



Exams Policy

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Purpose of the Exam Policy

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

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

The Exam Policy should be read in conjunction with the JCQ Instructions for Conducting Exams 2021.

The following supporting policies are available on our website: bolderacademy.co.uk

[Data Protection Policy \(including SAR appendix\) May 2020](#)

[Data Retention Policy Nov 2020](#)

[Public Sector and Equalities Policy 2021](#)

[Safeguarding and Child Protection Policy Jan 2021](#)

[Special Educational Needs and Disabilities Policy January 2021](#)

1. Exam Responsibilities

Head of Centre

- Enables the relevant senior leader(s), the Examinations Officer and the SENDCO to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within Bolder Academy, and ensure compliance with the published JCQ regulations.
- Appoints a SENDCO who will determine appropriate arrangements for candidates with learning difficulties and disabilities.
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the Exams Officer.
- Makes sure that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the subject department and/or preparing the candidates for the examination, is not an invigilator during the timetabled written examination or on-screen test.

- Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including:
 - the location of Bolder Academy's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials.
 - appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff, The Assistant Head – Assessment and the Lead Administrator.
 - access to the secure room and secure storage facility is restricted to the authorised 2-4 keyholders.
 - the relevant Awarding Body is immediately informed if the security of question papers confidential supporting instructions is put at risk.
 - that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place.
- Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately.
- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence).

Exams Officer

- Manages the administration of public and internal exams.
- Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various Awarding Bodies.
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents/carers are informed of and understand those aspects of the exam timetable that will affect them.

- Consults with teaching staff to ensure that necessary coursework / controlled assessment is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.
- Administers access arrangements in line with JCQ regulations and SENDCO advice.
- Identifies and manages exam timetable clashes in accordance with JCQ regulations.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the invigilation team, organising the recruitment, training and monitoring a team of exams invigilators responsible for the conduct of exams.
- Submits candidates' coursework / controlled assessment marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Ensures that all special considerations for candidates are forwarded to the appropriate Exams Boards with all supporting evidence.

Head of Departments (HoDs) are responsible for:

- Deciding with the HoDs which specification will be taught and informing the Exams Officer of any changes.
- Ensuring that all exam codes are correct.
- Liaising with the teachers in their department to make sure that all candidates are entered for the correct exams/tiers; making sure that all the entries are received by the Exams Office in time, and authorising any late entries if needed/withdrawals.
- Submitting all estimated grades and coursework/NEA/controlled assessment grades to the Exams Office or directly to the Exam Board if agreed with the Exam Officer.
- Ensuring that all coursework/controlled assessments are marked and dispatched on time.
- Providing the Exams Officer with information to support any Special Consideration applications for NEA/coursework.

- Deciding on individual resit requests at GCSE and A level in conjunction with the Assistant Head with responsibility for exams.

Teachers are responsible for:

- Identifying and then notifying the SENDCO of any concerns regarding individual students who may need access arrangements requirements (as soon as possible following transition to the school in Year 7).
- Provide evidence to support the application to JCQ to the SENDCO in a timely manner.
- Submission of candidates' names and tier of the paper to be sat to Senior Leadership Team.

The SENDCO is responsible for:

- Identification of candidates that may require access arrangements.
- Arranging for testing of candidates and determining required access arrangements for students.
- Making applications for special consideration using the JCQ publication 'Access arrangements, reasonable adjustments and special consideration'.
- Notifying all staff of a candidate's entitlement to Exam Access Arrangements once confirmed by the Exam Boards.
- Ensuring that the relevant documentation and evidence is held in accordance with JCQ regulations.
- Ensuring access arrangements register is updated when necessary.
- Ensuring that staff involved in supporting Access Arrangements are appropriately trained.

Candidates are responsible for:

- Confirmation and signing of entries.
- Notifying the Exams Officer of any errors to entries;
- Understanding coursework/NEA regulations and signing a declaration that authenticates the coursework/NEA as their own.
- Informing Bolder Academy of any circumstances which may require special consideration to be applied for.
- Ensuring they are present and on time. If they are not and there is an unauthorised absence candidate will be charged the exam fee.
- Abiding by JCQ requirements for candidate rules and examinations.

2. Qualifications

The qualifications offered at this centre are decided by the Senior Leadership Team. The qualifications offered are included in the Bolder Academy Options Booklet available to download from the following web page
<https://www.bolderacademy.co.uk/our-curriculum/assessment-and-exams>

Informing the Exams Officer of changes to a specification is the responsibility of the Head of Department alongside their senior leader.

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

3. Exam Series and Timetables

Key dates in the academic year will be shared with Senior Leaders to aid planning of the Exam Schedule.

Timetables and Communication

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

A member of the Senior Leadership Team will ensure parents/carers receive details of examination arrangements and that all relevant JCQ documentation and candidate notices are provided in line with JCQ regulations.

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

Information for candidates and parents will be published on the school website.

4. Entries, late entries and retakes

Candidates are selected for their exam entries by the Deputy Headteacher and senior Leadership Team under guidance from Heads of Department's (HoDs) and subject teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal. All requests should be made to work@bolderacademy.co.uk and will be considered by the Senior Leadership Team.

Bolder Academy does not currently act as an exam centre for other external organisations.

GCSE re-sits will be permitted under exceptional circumstances. Decisions regarding individual retakes will be taken by the Deputy Headteacher in charge of curriculum after consultation with the Senior Leadership Team.

Parents/carers/students may request a retake. These will be paid for by the candidates.

4a. Btec and A Level Entries

Language Levels

English Language requirements for students on BTEC Level 4 to 7 programmes are assessed in English

For students to be successful at BTEC higher level programmes that are assessed in English, it is critical that they have an appropriate level of English language skills.

All BTEC students are recruited with integrity, therefore students who are not native English speakers and who have not studied their final two years of school in English, should be able to demonstrate advanced levels of knowledge and understanding of their chosen subject, in English.

To determine the level of English requirements we carry out tests at the start of the year for students with English as an additional language to ensure that learners meet the level required.

Students who have studied GCSE English in the UK are required to have achieved a grade 4 in English. We have the provision for resit provision in English timetabled.

Recognition of previous achievement

When the Academy enrolls students on to BTEC and A Level courses we require students to share details of their prior learning.

This involves:

- seeing examination grades issued by the exam boards
- verifying from previous schools the students grades.

5. Exam Fees

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

The first entry to each exam will be paid for by Bolder Academy however, fee reimbursements will be sought from internal candidates under the following circumstances:

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

6. Access Arrangements

To be read in conjunction with Appendix 4 - Examination Access Arrangements Policy and Procedure.

Some candidates may be entitled to access arrangements which allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. This can occur where a candidate has a significant difficulty or disability which has a clear, measurable and substantial adverse effect on their performance. Bolder Academy has a responsibility to clearly explain candidates' normal way of working, and to clearly demonstrate the need for any access arrangements.

It is the responsibility of the SENDCO to arrange for assessment of whether candidates should be entitled to access arrangements, and to store all relevant evidence. If parents/carers have concerns regarding their son/daughter, they should contact the SENDCO. Bolder Academy does not accept privately commissioned assessments or reports.

If the SENDCO believes that a candidate should be entitled to access arrangements, they will arrange for a qualified assessor to assess the student and determine what access arrangements ensures that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage'.

The SENDCO will submit access arrangement applications to the Awarding Bodies in line with published deadlines and inform the Exams Officer and Senior Leadership Team where access arrangements have been granted to allow them to make all necessary arrangements.

Where a candidate suffers a temporary injury or impairment, the SENDCO in consultation with the Exams Officer will investigate whether access arrangements are appropriate.

The Exams Officer is responsible for ensuring that approved access arrangements are provided for candidates taking exams, including rooming, invigilation, and appropriate support.

7. Managing Invigilators

Invigilators will be used for external exams. Recruitment of invigilators is the responsibility of the Exams Officer.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of Bolder Academy administration. DBS fees for securing such clearance are paid by Bolder Academy.

Invigilators are timetabled and briefed by the Exams Officer. Invigilators' rates of pay are set by Bolder Academy administration.

Invigilators will be observed at least once during each exam season and where possible will take part in invigilating internal mock exams before being used for external GCSE examinations.

8. Exam Days

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

The Site Team is responsible for setting up the allocated rooms.

The Exams Officer or nominated invigilator will start all exams in accordance with JCQ guidelines.

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

Papers will be distributed in line with JCQ regulations.

For internal exams only, a relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

Bolder Academy's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices including smart watches, apply at all times. Note in the exam hall / rooms phones and watches will be removed and secured safely outside of these spaces.

JCQ regulations, regarding for example possession of mobile phones, watches in an exam room, must be adhered to by students.

Posters will be displayed in all examination rooms. Time keeping device analogue or digital will be clearly visible in all examination rooms.

Students may be spot checked for phones and other non-approved items including being asked to empty their pockets or being scanned by hand held phone/metal detectors.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time (including any approved extra time access arrangements) at the discretion of the Exams Officer or senior invigilator.

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

The Exam Officer and Senior Leadership Team confirm the identity of the students prior to entry in the Exam Hall.

9. Behaviour Management in Exams

Objective

To ensure a fair and respectful examination environment, this policy outlines the consequences for poor behaviour during exams.

Behavioural Expectations

- Students must abide by the JCQ regulations including those related to prohibited items and equipment.
- Exam conditions exist for students as soon as they enter the exam room. Students must remain silent speaking only with invigilators if needed.
- Communication with other students is strictly prohibited.
- Any form of disruption, including but not limited to talking, making noises, or any other actions that disturb others, will result in sanctions.

Records

- The trained invigilators will record exam incidents through the Exam Incident Form.
- These will be assessed at the end of each exam day by the exams team.
- Invigilators will remind students of expected behaviour but will not sanction students directly.
- Incidents will be logged on CPOMS.

Commented [LG(H-BA1): Pastoral team on duty regularly at the end of the day, can this be reviewed by SBI and CBO in first instance

Commented [SB(A2): There are commitments with all parties at the end of the day, so it will have to work with those that are available.

Sanctions for Poor Behaviour

Level 1 Sanction: If a student is disruptive, they will receive a verbal warning and a Level 1 sanction. This will be documented on CPOMS and may result in further disciplinary actions if repeated.

Commented [LG(H-BA3): CPOMS or somewhere else?

Level 2 Sanction: If a student is persistently disruptive or if the disruption is more serious, they will receive a Level 2 sanction. Parents/carers will be notified and additional disciplinary actions may be applied as per the school's general behaviour policy.

Commented [LG(H-BA4): Does this need adding as specific category on Sims?
Does this need adding to behaviour policy?

Commented [SB(A5): Added to Behaviour Lookups

Serious and/or persistent disruption: If a student is seriously disruptive, the exams officer will be called and the Removals Team will be contacted to remove a student from the exam room. The student will receive a U (Ungraded) for that exam, and parents/carers will be notified by the pastoral team. Further disciplinary actions may follow according to the severity of the behaviour in the form of IE or suspension.

Commented [LG(H-BA6): By exams?

Commented [SB(A7): By Pastoral Team

Commented [SB(A8):

Malpractice

For issues of malpractice, for example having a phone during the exams, or a student found with notes, this will be dealt with by the Exams Officer. For students found with prohibited items they will continue the exams and receive L2. For students found 'using' a prohibited item during an exam they will complete the exams then receive a specified period in IE. For formal external exams these will be reported through the exam malpractice procedure in accordance with JCQ regulations.

Commented [LG(H-BA9): What sanctions?

Commented [SB(A10): See rewrite

Detentions

Detentions will be scheduled as far as possible for the Wednesday and Friday of exam week and will be supported by SLT in charge of exams and Year 11 Pastoral Manager.

Commented [LG(H-BA11): Unclear what this means about SLT and pastoral support?

Commented [SB(A12): Most likely CBO with THI if needed.

Implementation

- Students will be reminded of these rules and the associated sanctions prior to the start of each exam period.
- Students will be asked to empty pockets before the exam

Commented [LG(H-BA13): Communication to parents?

Commented [SB(A14): Could update the website with expectations but I don't see that it should be notified separately.

- Students will be 'wanded' with the metal detector to ensure that there are no prohibited items.

Supporting documents

Exam Policy (including Malpractice) - <https://www.bolderacademy.co.uk/site/data/files/exams-docs/EE377A5015A67B3B39299084C7C87062.pdf>

Student Exam Guide - <https://designrr.page/?id=157181&token=1108586511&h=4148>

10. Candidates and Identifying Candidates

Process to check candidate identity

Internal candidates

The identity of students on roll at Bolder Academy is checked as part of the initial registration process. The process is:

- Students from abroad submit photo ID (passport) before enrolment and these details held on file.
- Students from UK - identity is checked through the application process with Hounslow Borough Council and registration process at Bolder Academy. All details are held on file and in SIMS.

Procedures to verify candidate identity at the time of the examination/assessment

Invigilators are able to establish the identity of all candidates sitting examinations by following the arrangements in place to carry out adequate checks.

The arrangements at Bolder Academy are:

- Where an Invigilator is used who does not know all of the students then one of the Exam Officers or a Senior member of staff (approved by the Head of Centre and who has not taught the subject being examined) will be present at the start of an examination to assist with the identification of candidates.
- Desk cards are used with candidate name and number.

The following measures are also in place:

- Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes
- Invigilators will be informed of those candidates with access arrangements and made aware of the particular access arrangement(s) awarded.

Roles and Responsibilities

The role of the Exams Officer

- Through training, ensure invigilators are aware of the procedures for verifying the identity of all candidates at the time of the examination or assessment.
- Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination.
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the particular access arrangement(s) awarded.

11. Late and Absent Students

This policy details how Bolder Academy deals with the late arrival or absence of an examination candidate. It defines staff roles and also clarifies what actions candidates and their parents/carers should take in the event that they are late for or absent from a Public Exam.

Before the Exam

Students will be provided with a Candidate Timetable showing the times of their timetabled exams (am or pm), there will be discussed and checked with a member of staff.

- Written details for clash arrangements, where applicable, will be posted home to parents/carers.
- Exam Notices giving details of the time and venue for each exam will be uploaded to the Exams page of Bolder Academy's website.
- Students who are still unsure of arrangements should contact the Exams Office.

On the day of the exam

Candidates should arrive in good time for their exam. Bolder Academy policy is that candidates should arrive **at least 30 minutes** before their start time. Normal public exam starts times at Bolder Academy are:

Morning exam - 9.00am – candidates arrive by 8.30 am

Afternoon exam - 1.30pm – candidates arrive by 1.00pm

Candidates should make their way to the venue and wait quietly outside or in the canteen if raining.

Late Candidates

Candidate Responsibilities:

- Internal and external candidates who are running late for their exam should call the Bolder Academy office as soon as possible on 0203 9630806 and ask to speak the Exams Officer to advise why they are late and their expected time of arrival. If the Exams Officer is not available then a message must be relayed to them by the office as quickly as possible
- All candidates who arrive late should report to reception as soon as they arrive. Candidates should not go straight to the exam venue but wait to be escorted by a member of staff, as instructed by the Exams Officer or designated member of staff.

Centre Responsibilities:

- Using the Seating Plan and Exam Register the Senior Invigilator will identify any absences before the start of an exam. In the case of absence, the Senior Invigilator will immediately contact the Exams Officer to check whether the candidate has withdrawn from the exam
- If the candidate has not withdrawn the Exams Officer will then contact the Attendance Officer to further check whether the candidate should be present or not
- If there is no clear explanation for the candidate's absence, the designated member of SLT will give a verbal instruction to the Bolder Academy Office/Attendance Officer/Pastoral Manager to phone home.
- Updates will be passed back to the Exams Officer, senior invigilator and designated member of SLT.

JCQ regulations state that:

A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. This is entirely at the discretion of the Exam Centre.

A candidate who arrives after the start of the examination should be allowed the full time for the examination, depending on the Centre's organisational arrangements and provided that adequate supervision arrangements are in place.

At Bolder Academy we will normally allow late candidates into the exam venue to sit the examination if they arrive within 20 minutes of the start time. The candidate will be given the full time allowed for the exam, however the candidate will be warned that the exam board may not accept their work.

The late candidate's new start and finish times will be written clearly by an invigilator on the white board at the front of the exam room.

The Exam Officer will ensure that invigilation supervision is in place for the duration of the candidate's exam.

Very Late Candidates

JCQ regulations state that a candidate will be considered very late if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, i.e. **after 10.00am for a morning examination** or **after 2.30pm for an afternoon examination**. (JCQ Published Start Times are 9am and 1.30pm).

For examinations that last less than one hour, a candidate will be considered very late if they arrive after the awarding body's published finishing time for the examination.

Where a candidate is going to arrive "very late" for an exam, the parent/carer will be advised by the Exams Officer as quickly as possible to **keep the candidate under supervision at all times until he is handed over to a member of centre staff**.

Parents/Carers will also be instructed to:

- Immediately take away any internet-enabled devices (e.g. mobile phone, tablet, smart watch, laptop, PC etc).
- Personally drive or escort the candidate from home to school, using a private vehicle or taxi and avoiding public transport.
- Ensure that the candidate is fully supervised as early as possible and preferably from the published starting time of the exam, until the candidate is handed over to a member of staff the parent/carer should make a written note of what time the candidate is supervised from.

Both the candidate and the parent/carer who has supervised them will be asked to sign a statement confirming that the above measures have been put in place. Bolder

Academy will also ask the parent/carer and the candidate to provide handwritten, signed statements giving details of the time the candidate was supervised from and by whom, and the reason for their late arrival.

Bolder Academy will, in compliance with JCQ regulations, submit an online form using the Centre Admin Portal (CAP) to the appropriate awarding body within seven working days of the date of the paper concerned.

Form JCQ/VLA – report on candidate admitted very late to examination room within seven days of the examination having taken place.

The awarding body will consider each case individually, in light of statements from the parent/carer, the candidate and Bolder Academy.

Candidates and their parents/carers should be clear that the Awarding Body may not accept their work.

JCQ regulations state that:

When deciding whether to accept any of the work done by a candidate who arrives very late, the Awarding Body will pay particular attention to how far it can be sure that the security of the examination has been maintained.

The awarding body is unlikely to be able to accept the work of very late candidates unless they have been adequately supervised.

Candidates Absent from an Exam

If a candidate is going to be absent from a written exam they or their parent/carer should inform the Exams Officer as soon as possible before the exam begins, giving full details of the reason for absence. The Exams Officer, will in turn inform the designated Senior Leadership Team member and the Senior Invigilator for that paper/assessment.

Candidates who miss an exam for medical reasons should seek signed a medical note from their doctor without delay and give it to the Exams Officer as quickly as possible, so that it can be used in an application for special consideration should the candidate be deemed to meet the criteria for this by the Bolder Academy.

Students without a medical note who miss an exam will have to pay for the exam(s) they have missed and any re-sits requested

12. Candidates who feel unwell before or during an Exam

If a candidate reports feeling unwell before an exam outside the exam venue, the Senior Invigilator should be informed so that they can assess the situation. If it is felt that the candidate is too unwell to sit his exam, the Senior Invigilator or Exams Officer will call parents/carers to discuss the situation.

If we know a candidate may become unwell during the exam, the Senior Invigilator will aim to seat the candidate near an exit to make him feel more comfortable and to limit the potential disruption to others within the exam room. If the candidate needs to leave the room at any point they will be accompanied by an invigilator.

In all cases where a candidate is taken ill during an exam, once the incident has been dealt with, details will be recorded in the exam room log and the Exams Officer briefed at the end of the exam, as special consideration may need to be applied for – both for the candidate who is unwell and possibly for the other candidates in the room depending on the circumstances and amount of disruption.

If a candidate is present for an exam but they or the parents feel that their performance has been hindered by illness, a signed letter from the candidate's GP should be obtained within 7 days after the exam, explaining the circumstances, and forwarded to the Exams Office for inclusion with an application for special consideration if the Bolder Academy feel that the candidate meets the published JCQ criteria.

13. Food and Drink in Exam Rooms

Students are only permitted to take food into an exam hall where it has been agreed with the exams team and the student has a medical requirement to need sustenance during an exam. This must be agreed prior to the exam and the lead invigilator will be informed of the arrangement.

Candidates will be allowed to take a bottle of water in a clear re-usable bottle with all labels removed into the exam venue. No other drinks will be permitted.

It is the invigilator's responsibility to enforce this procedure. Announcements are made at the start of all exams and candidates may be given the opportunity to remove labelling on drinks bottles prior to the start.

14. Managing Behaviour in Exams

Bolder Academy takes a serious view to poor behaviour in examinations and considers it a form of malpractice. Poor behaviour is dealt with as a form of

malpractice and is reported directly to relevant examination board.

Procedure

As soon as candidates enter the exam room it is expected that they remain in silence with no communication with other candidates.

If they need the attention of invigilators they should raise their hand and wait.

Candidates should remain forward facing at all times and should not look over at other candidates or others exams.

Candidates must follow all instructions from invigilators or staff associated with the running of examinations. Any deviation from this expectation or attempt to communicate in anyway (verbal or other) will be considered irregular and unacceptable behaviour.

Instructions will be shared with students in assemblies and posters illustrating unacceptable behaviour will be displayed in all exam rooms.

Any instances of bad behaviour should be dealt with in the following manner:

- Low Level Disturbance – Deal within in the hall with as little fuss as possible to avoid disturbing other candidates.
- Make a written report on the Exam Room Incident Form, located in the Invigilator manual for each exam room.
- More Serious Disturbance – Ask the student to stop writing and pause the exam (record the time and duration of the disturbance).
- Request the support and assistance of the Exams Officer or a member of the team.
- The Exams Officer or a member of the team will advise on actions to be taken. This may result in a variety of circumstance including removal from the Exam room.
- Once resolved, re-start the exam giving students their full time.
- A full written report to be made on room plan.
- The exams team will take appropriate actions in regard reporting to awarding bodies.

Responsibilities

Head of Centre

- Will ensures any cases of alleged, suspected or actual incidents of malpractice or

maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation

- The Head of Centre and Deputy Head of Centre have the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room.

Senior Leadership Team

- Ensure support is provided for the Exams Officer and invigilators when dealing with disruptive candidates in exam rooms.
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate.

Exams Officer

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities.
- Notify the Head or Deputy Head of Centre immediately when irregular behaviour is observed by candidates.
- Ensures that invigilators understand their role in identifying, recording and requesting assistance with irregular behaviour.
- Must ensure actions and any required follow-up and reports to awarding bodies are completed as soon as practically possible after the exam has taken place.

Invigilators

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation).

Please also refer to our school-wide Behaviour Policy.

15. Leaving the Exam Room

Candidates who have finished their exam early will not normally be permitted to leave the exam room and will wait for the end of the session to be dismissed.

If a candidate feels unwell they should alert an invigilator who will decide whether allowing the candidate to leave the room temporarily is the best course of action.

Toilet breaks will only be allowed for candidates holding toilet pass that has been issued by the pastoral managers under the guidance of the SENDCO.

Any candidate that has left the room temporarily may be allowed the full time of the exam at the discretion of Bolder Academy.

Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of Bolder Academy to compensate for their temporary absence.

At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room.

Roles and responsibilities for Leaving the Exam Room

Examination Officer

Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded.

Ensure invigilators are aware of the processes around collecting the exam script.

Invigilator

Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3) Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break.

At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room.

16. Emergency Procedures

To be read in conjunction with the Lockdown (Exams) Policy Appendix 9

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

- If the fire alarm sounds, the exam invigilators will be notified if the candidates need to evacuate.
- In the even of a major critical incident, then actions in the Major Critical Incident Policy will be invoked. . See Major Critical Incident Policy link on the Bolder Academy Website.

- Once it has been established that evacuation of the building is required, the candidates will be asked to stop writing and turn their paper over. The invigilators will make a note of the time.
- The candidates must leave their question and answer papers along with any equipment on their desks. All personal possessions are to remain in the room.
- The candidates will be reminded that they can be disqualified if they communicate with each other or any other person at ANY time whilst outside of the examinations room or in the process of returning to the examinations room.
- Candidates will be asked to leave the room quickly and quietly in single file and in their seating order.
- The invigilators/staff will accompany the candidates at all times.
- They will be accompanied to the sports field adjacent to the Multi Games Area (MUGA) the Sports Hall away from other students.
- A note will be made of how much time the candidates are out of the exam room.
- An attendance register using the seating plan will be taken and the invigilator will ensure that the candidates are lined up in that order.
- During the period of evacuation an invigilator will stay local to the examination room to ensure security of papers, if it is safe to do so
- When instructions are given, the candidates undertaking exams will be dismissed from the allocated area first and should return to the examination room in silence
- The attendance register will be retaken to ensure all the candidates have returned to the exams room
- The exam will recommence allowing the candidates to have the correct remaining amount of time to finish the examination
- A report will be completed by the Exams Officer detailing the incident.
- Special consideration will be applied for if deemed necessary by the Exams Officer in line with HoDs and SLT.

17. Clash candidates

The Exams Officer will be responsible for making arrangements for students with clashes as necessary, for example on-site supervision between sessions, identifying a secure venue and arranging overnight stays.

18. Special Consideration

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

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

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

See Appendix 10 - Special Consideration Policy for full details

19. Private Candidates

Bolder Academy does not currently admit external/private candidates.

20. Overnight supervision arrangement

Overnight supervision will only be applied as a last resort and once all other options have been exhausted.

Where a candidate is entered for three or more examinations timetabled for the same day and the total duration of the papers is:

- more than six hours for GCE examinations including approved extra time allowances and/or supervised rest breaks
- or
- more than five and a half hours for GCSE examinations including approved extra time allowances and/or supervised rest breaks

Candidates may, at Bolder Academy's discretion, be allowed to take an examination the **following morning**, which includes Saturdays.

Bolder Academy will appoint an invigilator to supervise the candidate at all times while they are on the premises sitting exams.

Supervision of the candidate on journeys to and from Bolder Academy will be undertaken by the candidate's parent/carer.

The Examinations Officer will ensure the ***Timetable Variation and Confidentiality Declaration for Overnight Supervision*** form is completed no later than 24 hours prior to the overnight supervision commencing. The Examinations Officer will liaise with the parent/carer with regard to arrangements for the following morning and also the security of the exam.

21. Separate invigilation within Bolder Academy policy

Candidates with access arrangements must be established within Bolder Academy and known to the subject teacher, pastoral manager or DSL or the SENDCO. Separate invigilation will reflect the candidate's **normal** way of working in internal assessments and mock examinations as a consequence of long-term social, mental or emotional needs.

Separate invigilation will not be allocated for candidates suffering with exam anxiety.

Where a candidate is subject to separate invigilation within the centre, the regulations and guidance within the JCQ publication **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements.

22. Results

Candidates will be invited into school on Results Day to receive their results envelope and meet with Senior Leaders and Careers advisors to discuss their options.

For results not collected on the day, they will be sent through our automated software (SIMS Assessment) on the following day, to the student's email accounts at Bolder Academy. Student accounts will remain accessible until the results and certificates period is complete.

Results will not be shared directly with third parties (including parents and carers) unless consent has been granted by the candidate.

Enquiries about results (EARs)

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

If a student is unhappy with their results the candidate may apply to have an enquiry carried out. In the majority of cases they will be charged. In exceptional circumstances, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of

asking for a Review of Marking at Bolder Academy's expense.

Written permission must be obtained from the student and payment must be made before an EAR is requested.

Where papers are remarked, results can go down as well as up. Students should be made aware of this.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of papers by the deadline set by the Exam Board. There will be a charge to the student for this service.

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

23. Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed. This is normally around the end of November for the summer exam season.

OB0B Certificate Issue Procedure

The Exams Officer will inform internal candidates, via their emails and through ParentMail available dates for certificate collection.

Certificate collection

If candidates are unable to collect these in person they may arrange for a nominated person to do so on their behalf if written and signed consent is provided by the student. They may be asked to bring photo ID with them when they collect. Certificate collectors will be asked to sign and date the records log.

Bolder Academy are unable to post certificates out as they need to be signed for. A record will be kept of the certificates that are issued.

Retention of certificates

The Examinations Officer will store unclaimed certificates in Bolder Academy for a minimum of 3 years. After that the certificates will be confidentially destroyed. A record of all certificates that have been destroyed will be kept on file by the Examinations Officer for 4 years.

24. Communication of policy

This policy will be published on the Academy website and the staff shared Drive.

Students will receive a handbook containing all the relevant information ahead of their examinations.

25. Evidence of implementation

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

Feedback session will be given after each exam session with a view to improving and clarifying procedures where the Exams Officer and Assistant Head will report process to Senior Leadership Team and Head of Centre

Appendix 1 Exam Contingency Plan

Key staff involved in contingency planning

Role	Name(s)
Head of centre	Andy De Angelis - Headteacher ADE(ADE) Ande De Angelis Liz Green – Deputy Headteacher (LGR) to deputise as head of centre if ADE is not able to be present.
Exams Officer line manager (Senior leader)	Chris Booth – Assistant Headteacher (CBO)
Exams Officer	Suelin Billingham (SBI)
SENDCO	Priti Malhotra SENDCo
Deputy SENDCO	Suzie Holland
Senior leader(s)	Liz Green – Deputy Head (LGR), Chris Booth Assistant Headteacher, Mark Needham – Assistant Headteacher (MNE), Kate Biant – Business Manager (KBI). Jonathan Hurn- Assistant head
Administrative staff trained to deputise for Exams Officer with support from CBO and ADE	Latha Chidipudi – Data Officer

Purpose of the Plan

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

Alongside internal processes, this plan is informed by the Ofqual Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication *What schools and Bolder Academy's and other centres should do if exams or other assessments are seriously disrupted* and the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland.

This plan also confirms Bolder Academy's compliance with JCQ's General Regulations for Approved Centres (section 5.3) that the centre has in place:

- a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency

Possible causes of disruption to the exam process

1. COVID outbreak affecting the examination timetable for students or staff.

Criteria for implementation of the plan

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

Planning

- COVID outbreak announced by Public Health England.
- Key members of staff or invigilators could be told to isolate on any day throughout examination process.
- Student groups involved in examinations need to isolate on any day throughout examination process.

Centre actions to mitigate the impact of the disruption

- Follow COVID-19 risk assessment policy.
- Dependent on the member of staff missing, policy will be followed as outlined below for key staff involved in examinations process.
- Public Health England and Awarding Bodies will be liaised with to support students through entry to next examination series with view to resitting exams.

2. Exam Officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

Planning

- *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- *annual exams plan not produced identifying essential key tasks, key dates and deadlines*
- *sufficient invigilators not recruited for the first year of examinations.*

Entries

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

Pre-exams

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

Exam time

- *exams/assessments not taken under the conditions prescribed by awarding bodies*
- *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*
- *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results

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

Centre actions to mitigate the impact of the disruption

Planning

- Where possible collect 2-year data information each year. Data will be collated at the end of year 10 for academic qualifications and reviewed at the start of every academic year with key stakeholders in the school.
- Annual exams plan to be produced as soon as the assessment calendar is available, to incorporate all internal assessment key tasks, dates & deadlines alongside external exam information.
- Ensure recruitment is actioned by the end of summer 2022 for the first year of public examinations at Bolder Academy. From this point onwards recruitment will be actioned at the start of each academic year in line with numbers of students.
- Exams Officer (SBI) will attend local area network for Exams Officers to build connections with organisations that other schools in the area are using.

Entries

- Data Manager and Assistant Headteacher – Assessment to have access to the exam audit to enable estimates to be submitted by Exams Officer deadlines.
- Assistant Headteacher – Assessment will be trained on creating and submitting exam entries/registrations alongside a member of the administrative team.
- In line with the annual exams plan, the Assistant Headteacher or a trained member of the administrative team will ensure entry/registration deadlines are met.

Pre-exams

- The Exams Officer at Bolder to incorporate invigilators in their centre's training/update meetings, in absence of Exams Officer the AHT will run and lead training.
- All exam rooms are booked at the beginning of the academic year according to the annual exams plan, invigilators are to be made aware of the plan at the same time. Plan to be updated throughout the year by the Exam's Officer and Assistant Head – Assessment in line management meetings.
- Student handbooks to be prepared once JCQ documents become available, distributed internally and posted on the centre's website. The centre's Key Dates Calendar will be posted on the website at the same time and parents and students will be informed via the school communications platform.
- The level of security for each Awarding Body will be made clear to every member of relevant departments.
- Have a central system for the submission of centre marks, a log to be kept of candidates' work being despatched to Awarding Body/external moderators. The Assistant Headteacher – Assessment will have access to this in the absence of the Exam's Officer.

Exam time

- Checklist available to ensure all criteria for external exams is met, teaching staff to ensure they familiarise themselves with each relevant condition for assessments. During mock examinations the same criteria will be followed as per the checklist. Deputising staff on contingency plans will be part of the process for training. (Deputy SENDCO and Deputy Head).
- Required reports/requests to be submitted within 5 working days of the occurrence during exam/assessment periods. Key dates document at the beginning of the year will contain all of the key dates documented for those deputising roles to have access to.
- Candidates' scripts to be despatched in the afternoon following a morning exam, and afternoon exams to be ready for despatch the following morning. Trained administrative staff to support with the guidance of the Assistant Head.

Results and post-results

- Liaise with local schools (Springwest or The Green School) to access their facilities to download/distribute results, if there is a change of location for distribution post on the centre's website.
- A member of administrative staff and the AHT will be trained on all aspects of post-results services to be able to facilitate. Exams Officer will provide guidance through documents on internal exams drive in T drive which provides bespoke guidance on post-results services for Bolder Academy.

3. SENDCO extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Planning

- *candidates not tested/assessed to identify potential access arrangement requirements*
- *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- *evidence of need and evidence to support normal way of working not collated*

Pre-exams

- *approval for access arrangements not applied for to the awarding body*
- *centre-delegated arrangements not put in place*
- *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*

- *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

Exam time

- *access arrangement candidate support not arranged for exam rooms*

Centre actions to mitigate the impact of the disruption

Planning

- Establish contact with an appropriately qualified assessor who can facilitate the centre's access arrangements testing if required. Deputy SENDCO to support with in school operations with the support of the Assistant Head – Assessment and Exam's Officer.
- All centre staff to be aware of the centre's Equality, Diversity & Community Cohesion Policy. The SENDCO to implement training and dissemination of relevant documentation to all staff involved in the support of access arrangements during the training process at Bolder Academy.
- HODs able to access evidence of need and evidence to support normal way of working. Deputy SENDCO to collate and evidence.

Pre-exams

- SENDCO able to request approval for access arrangements.
- Exams Officer to liaise with SENDCO to ensure that the MIS system is updated with all access arrangements once testing is complete. This is to occur at the end of every academic year ahead of the deadline to submit access arrangements in September and are reviewed with staff who would deputise (AHT, Deputy SENDCO).
- Modified paper requests as part of the annual exams plan to ensure Awarding Body deadlines are met this can be completed by Deputy SENDCO.
- SEN department staff will be trained/have a review at the start of each academic year to update access arrangements procedures. The Exams Officer will provide a list of all candidates requiring support in a timely fashion before each exam series. A reserve agency will be added to content details in the event of an emergency.
- The Exams Officer will provide a list of all candidates requiring support in a timely fashion before each exam series.

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

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the Exams Officer on time; resulting in pre-release information not being received*

- *Final entry information not provided to the Exams Officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies*
- *Non-examination assessment tasks not set/issued/taken by candidates as scheduled*
- *Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking*
- *Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines*

Centre actions to mitigate the impact of the disruption

- Early/estimated entry information will be collected before the end of the academic year, to ensure all information has been collated before the start of each academic year. The Deputy Head - Curriculum, in charge of curriculum, will provide details in the absence of the HoD.
- The Exams Officer will request final entry information in a timely fashion, at least 2 weeks in advance of awarding body deadlines, this will only be submitted once the HOD has confirmed in writing that it is correct. Entry information for each exam series will be part of the annual data collection exercise.
- Non-examination assessment key dates to be included in each departments' assessment plan for the academic year. The Assistant Head – Assessment and Deputy Head will incorporate into the weekly line management agendas with curriculum HoDs to ensure deadlines are not missed.
- All candidates are informed of their centre-assessed marks before they are submitted to the Awarding Body as per the centre's Appeals Against Internal Assessments of Work Procedure. HoDs will be told about the requirements.
- The Exams Officer will ensure the deadlines for internal assessment marks and candidates' work submission are included on the annual exams plan.

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

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions to mitigate the impact of the disruption

- Ensure recruitment is actioned at the start of each academic year in line with numbers of students and training/update meetings are held at the beginning of each academic year.
- Exam timetables generated in a timely fashion to ensure sufficient invigilators are trained and available for the examination periods.
- Establish a dedicated contact at a reputable agency to organise cover immediately the Exams Officer receives notification of invigilator absence through the Bolder Academy cover phone line. Internal administrative staff and cover supervisor to be trained as invigilators as a last resort.

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

Criteria for implementation of the plan

Exams Officer unable to identify sufficient/appropriate rooms during exams timetable planning.

Insufficient rooms available on peak exam days.

Main exam venues unavailable due to an unexpected incident at exam time.

Centre actions to mitigate the impact of the disruption

- The main exam rooms will be booked at the start of each academic year, and separate rooms will be allocated once each session's timetable has been generated. As the academy is currently not at full capacity there is ample space which could be used as alternatives to first choice exam rooms.
- Relocate within Bolder building to alternative class rooms if necessary.
- Alternative accommodation has been agreed at Nishkam School and Isleworth and Syon School.
- Parents and carers will be informed of any changes to the plan on the day via the ParentMail system and on Bolder Academy website. The Admin team will support with phone calls home if necessary.

7. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- Ensure entries are final and ready to be sent 5 working days before the Awarding Body's deadline. Back up document will be made where details can be input at the Green School or NishKam the Contingency Alternative Exam location, if needed.
- Seating plans, attendance register checking, and any other preparation requiring the use of the MIS system to be actioned at least 5 working days before each exam.
- Liaise with London Borough of Hounslow to access MIS system through alternative server.
- Ensure IT support from Colwyn is requested for key dates in Exam calendar and systems are up to date with latest updates weeks ahead of the exam series.
- Exam page on the Bolder Academy website will be set up containing key information and documents that students need access to for examinations. This will be reviewed annually.

8. Emergency evacuation of the exam room

Criteria for implementation of the plan

Whole centre evacuation during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption

- Candidates will be made aware of the centre's emergency evacuation procedure outside each exam venue.
- Candidates will be briefed on the exam evacuation procedures which will be included in the student exam guide..
- Invigilators will be trained on the evacuation procedure.

9. Disruption of teaching time in the weeks before an exam – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Where there is disruption to teaching time and students miss teaching and learning, Bolder Academy will continue to teach and deliver the curriculum through online provision using Microsoft Teams.
- In the case of modular courses, Bolder Academy may advise candidates to sit examinations in an alternative series.

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

Criteria for implementation of the plan

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

- *Students cannot get to centre within the allotted time.*
- *Students have a personal reason relating to family or bereavement which means they cannot get to the centre.*
- *Students have an illness on the day of the examination.*

Centre actions to mitigate the impact of the disruption

- If students arrive very late, as classed by the JCQ ICE documentation, the steps will be followed in the school 'students arriving late process' document. Information will be collated by the Exams Officer and sent to the Awarding Body.
- If student can sit the assessment and choses to, supporting information will be gathered by examinations team and sent to the Awarding Body in mitigating circumstances.
- If students cannot sit assessment, supporting information will be gathered by examinations team and sent to the Awarding Body for consideration for exam contingency day or next exam series.

11. Centre unable to open as normal during the examination period

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption

- If the entire Academy cannot open, then Nishkam will be used as an alternative exam location. This is a reciprocal agreement whereby Bolder Academy will, as far as possible provide exam accommodation to Niskam in the event of serious destruction on the day of the exam.
- If this is not possible in the timeframe, then students will be immediately put forward for the next exam series.
- Awarding bodies will be informed immediately of any disruption with specific details.
- Full details of how the alternative site may be used are attached as Appendix xxxx

12. Disruption in the distribution of examination papers

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- If papers have not been delivered within 5 working days of the set examination date, Exams Officer will contact Awarding Bodies and inform of delay.
- Awarding organisations to provide centres with electronic access to examination papers via a secure external network, Exams Officer to contact ABs then follow guidance with support of SLT support and HOC.
- Awarding organisations would provide guidance on the conduct of examinations in such circumstances.
- As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of the examination on an alternative date.

13. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts/assessment evidence

Centre actions to mitigate the impact of the disruption

- Exams Officer to maintain contact with Awarding Bodies and inform them of any delays. Guidance from the Awarding Bodies will be followed.
- Accurate reports will be produced containing dates and times of completed scripts leaving the Bolder Academy site.

- If necessary, Bolder will investigate alternative dispatch options that comply with the requirements detailed in the JCQ Instructions for Conducting Examinations.
- Bolder will ensure secure storage of completed examination papers until collection in the exam safe.

14. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations. HoDs will keep records of all mock examination results and will support in providing other relevant data for ABs under their guidance – Deputy Head of curriculum, Senior Exams line manager and data manager to collate and monitor this if required.
- Where marks cannot be generated by awarding organisations candidates may need to retake affected assessment in a subsequent assessment series. Support and resources will be provided by Bolder Academy to support this. Exams Officer and Senior LM of exams will coordinate following guidance from Awarding Bodies.

15. Centre unable to distribute results as normal or facilitate post results services

(including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- Nishkam or Isleworth and Syon School to be used as an alternative site – Exams Officer to liaise with Exams Officers at alternative sites and prepare plans alongside Senior LM of Exams.
- If alternative site not suitable results will be shared electronically under guidance and permission of the Awarding Bodies.
- Awarding Bodies will be asked for permission and will be informed.
- Parents and students will be informed of alternative collection plans via parent mail.
- Database of parent and carer details will be maintained for post-result services on MIS and checked by Exams Officer ahead of results day.

Appendix 2 Escalation Process

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the Head of Centre, or a member of the Senior Leadership Team with oversight of examination administration, be absent.

Before examinations (Planning)

In the event of the absence of the Head of Centre or the member of Senior Leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to Deputy Head Teacher - Curriculum.

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Centre status
- Confidentiality
- Communication
- Recruitment, selection and training of staff
- Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest

- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
- Additional JCQ publication for reference:
 - Centre Inspection Service Changes

Policies

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (section 25)
- Access Arrangements and Reasonable Adjustments (section 5) Personal data, freedom of information and copyright Additional JCQ publication for reference:
- Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Deputy Head Teacher - Curriculum. To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries
- Additional JCQ publications for reference:
- Key dates in the examination cycle
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work

Additional JCQ publication for reference:

- Candidate information
- Additional JCQ publications for reference:
- Information for candidates' documents
- Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to Deputy Head Teacher – Curriculum.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-30)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments
- Additional JCQ publication for reference:
 - Guidance Notes – Very Late Arrival Malpractice
 - Retention of candidates' work

After examinations (Results and Post-Results)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to Deputy Head Teacher – Curriculum.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results
- Additional JCQ publication for reference:
 - Release of Results notice
 - Post-results services and appeals
- Additional JCQ publications for reference:
 - Post-Results Services
 - JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
 - Certificates

Appendix 3 Internal Assessment Appeals Procedure (Internal Assessment Decisions)

Please also see Appendix 12 Exams Complaints Procedure

This procedure is reviewed and updated annually to ensure that appeals against internal assessment decisions (centre assessed marks) at Bolder Academy are managed in accordance with current requirements and regulations in the JCQ publications General Regulations for Approved Centres (GR 5.7), Instructions for conducting non-examination assessments (ICNEA 6.1). This procedure is informed by the JCQ publications Reviews of marking (centre assessed marks) suggested template for centres and Notice to Centres - Informing candidates of their centre assessed marks.

Introduction

Certain qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Bolder Academy and internally reviewed/standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

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

The qualifications delivered at Bolder Academy containing components of non-examination assessment/units of coursework are: GCSE, GCE, AQA, OCR, NCFE

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Bolder Academy for dealing with candidate appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

- have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates

- before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leader(s) at Bolder Academy will ensure that the following principles are in place in relation to marking the work of candidates:

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents
- All centre staff follow a robust Non-examination Assessment Policy (for the management of non-examination assessments). This policy details all procedures relating to non-examination assessments for relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity
- A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking
- On being informed of their centre assessed mark(s), if candidates believe that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to their marking, then they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking

Procedure for appealing internal assessment decisions (centre assessed marks)

The head of centre/senior leader(s) at Bolder Academy 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
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
- Inform candidates that they may request copies of materials (generally as a minimum, a copy their marked assessment material (work) and the mark scheme

or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment

- Having received a request for copies of materials, promptly make them available to the candidate (for some marked assessment materials, such as art work and recordings, inform the candidate that these will be shared under supervised conditions) within the period of time as specified
- (see **Deadlines** below)
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see **Deadlines** below)

Require candidates to make requests for a review of centre marking by completing an internal appeal form

- 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 for the submission of marks (see **Deadlines** below)
- Ensure that the review of marking is conducted 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
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre

Inform the candidate in writing of the outcome of the review of the centre's marking

Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body

Ensure a written record of the review is kept and made available to the awarding body upon request. Ensure the awarding body is informed if the centre does not accept the outcome of a review

Deadlines and timescales

- Upon request, copies of materials will be made available to the candidate within 5 working days.

- The deadline to request a review of marking must be made within 48 hours of the candidate receiving copies of the requested materials
- The process for completing the review, making any changes to marks, and informing the candidate of the outcome will be completed within 5 working days, all before the awarding body's deadline for the submission of marks

Appendix 4 - Internal Appeals Procedure (Disputes over Review of Results or Appeal)

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed at Bolder Academy)

If teaching staff at Bolder Academy or a candidate (or his/her parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)

Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)

- Service 3 (Review of moderation) - This service is not available to an individual candidate

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at Bolder Academy for dealing with candidate appeals against any centre decision not to support a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage

disputes when a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

At Bolder Academy:

- Candidates are made aware of the arrangements for post-results services and the availability of senior members of centre staff immediately after the publication of results, before they sit any examinations

Candidates are made aware/informed by the issue of a Candidate Handbook which is available on the Bolder Academy website

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by the Exams Officer following the issuing of results.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, Bolder Academy will:

- Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc., when made available by the awarding body, to determine if the concern may be justified

For written components that contributed to the final grade, Bolder Academy will:

Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking

In all other instances:

- Consider accessing the script by:
 - (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline OR
 - (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking

- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

For **moderated** components that contributed to the final grade Bolder Academy will:

Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation

Consult the moderator's report/feedback to identify any issues raised

Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a Review of Results service 3 (Review of moderation) will not be available

Determine if there are any grounds to submit a request for a review of moderation for all candidates in the original sample

Candidate consent

Bolder Academy will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical recheck or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results

Centre actions in the event of a disagreement (dispute)

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, Bolder Academy will:

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre

- For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required fee) for the centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre at least 7 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of the appeal before the centre deadline for submitting a Review of Results.

Appeals

Following a Review of Results outcome, an external appeals process is available if the head of centre at Bolder Academy remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ publications **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet.

To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result

- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer)
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre

Appendix 5 Non-Examination Assessment Policy and Procedures

Introduction

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

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking (NEA, section 1)

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

Purpose of the policy

The purpose of this policy is to confirm that Bolder Academy adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments defining staff roles and responsibilities with respect to non-examination assessments managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

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

1. The basic principles

Head of centre role and responsibilities:

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments**, confirming:
 - all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
 - (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
- Ensures the centre's **Non-examination Assessment Policy** is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's **Internal Appeals Procedures** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication **Instructions for conducting non-examination assessments** and awarding body subject-specific instructions

Ensure the centre-wide calendar records assessment schedules by the start of the academic year

QA lead/Lead internal verifier role and responsibilities:

Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates

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

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication **Instructions for conducting non-examination assessments** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication **Instructions for conducting non-examination assessments**
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting nonexamination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

Exams office/officer role and responsibilities:

Signpost the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff

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

2. Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

3. Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social media
- Ensure candidates understand and comply with the regulations in relevant JCQ Information for candidates' documents

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task.
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner Ensure when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher role and responsibilities:

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

Collaboration and group work

Subject teacher role and responsibilities:

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

Authentication procedures

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications Instructions for conducting non-examination assessments and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution

- Instruct candidates to present work as detailed in the JCQ publication Instructions for conducting non-examination assessments unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Additional responsibilities:

- Ensure the correct task is issued to candidates

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication

Instructions for conducting non-examination assessments

- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document Information for candidates - Social Media)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions

- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

4. Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ publication Instructions for conducting examinations
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams office/officer role and responsibilities:

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

Submission of work

Subject teacher role and responsibilities:

Pays close attention to the completion of the attendance register, if applicable

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened Despatch the work to the awarding body's instructions by the required deadline

5. Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample
- Subject lead role and responsibilities:
- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline
- Subject teacher role and responsibilities:
- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process

- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

QA lead/Lead internal verifier role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensure accurate internal standardisation - for example by obtaining reference materials at an early stage in the course holding a preliminary trial marking session prior to marking carrying out further trial marking at appropriate points during the marking period after most marking has been completed, holds a further meeting to make final adjustments making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out
- Subject teacher role and responsibilities:
- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensure that for postal moderation work is dispatched in packaging provided by the awarding body moderator label(s) provided by the awarding body are affixed to the packaging proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal

standardisation has been undertaken and any other subject-specific information where this may be required

- Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings
- Exams office/officer role and responsibilities:
- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work Comply with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation - feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exams office/officer role and responsibilities:

- Access or signpost moderator reports to relevant staff

- Takes remedial action, if necessary, where feedback may relate to centre administration

6. Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

- Work with the ALS lead/SENDSCO to ensure any access arrangements for eligible candidates are applied to assessments
- ALS lead/SENDSCO role and responsibilities:
- Follow the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met Ensure that staff acting as an access arrangement facilitator are fully trained in their role

7. Special consideration and loss of work Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments Liaise with the exams officer to report loss of work to the awarding body

Exams office/officer role and responsibilities:

- Refer to/directs relevant staff to the JCQ publication A guide to the special consideration process:
 - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale

- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

8. Malpractice

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures

Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates - non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates - Social Media
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office/officer role and responsibilities:

- Signpost the JCQ publication Suspected Malpractice: Policies and Procedures to the head of centre
- Signpost the JCQ Notice to Centres - Sharing NEA material and candidates' work to subject heads

- Signpost candidates to the relevant JCQ information for candidates documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

9. Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ publication Post-Results Services
- Ensure the centre's Internal Appeals Procedures clearly detail the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

10. Endorsements

QA lead/Lead internal verifier role and responsibilities:

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

Subject lead role and responsibilities:

- Confirm understanding of the Spoken Language Endorsement for GCSE English Language specifications and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings
- Exams office/officer role and responsibilities:
- Follow the awarding body's instructions for the submission of grades and recordings

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		

Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	I.T. Technical Support
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in Bolder Academy set task</i></p>	Head of Department; where none this will be the senior line manager of the subject
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i></p> <p><i>Records confirm all candidates understand the marking criteria</i></p> <p><i>Candidates confirm/record they understand the marking criteria</i></p>	Head of Department; where none this will be the senior line manager of the subject
Subject teacher long term absence during the task setting stage	<i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i>	
Issuing of tasks		
Task for legacy specification given to	<i>Ensures subject teachers take care to distinguish between</i>	

<p>candidates undertaking new specification</p>	<p><i>requirements/tasks for legacy specifications and requirements/tasks for new specifications</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	<p>Head of Department; where none this will be the senior line manager of the subject</p>
<p>Awarding body set task not issued to candidates on time</p>	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i></p> <p><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	<p>Exams Officer</p>
<p>The wrong task is given to candidates</p>	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	<p>Exams Officer</p>
<p>Subject teacher long term absence during the issuing of tasks stage</p>	<p><i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i></p>	

Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<p><i>Assessment plan identified for the start of the course</i></p> <p><i>Assessment dates/periods included in centre wide calendar</i></p>	<p>Head of Department; where none this will be the senior line manager of the subject</p> <p>Exams Officer</p>
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p><i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i></p> <p><i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i></p> <p><i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i></p>	<p>Exams Officer</p>
Insufficient supervision of candidates to enable work to be authenticated	<p><i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i></p> <p><i>Confirm subject teachers understand their role and</i></p>	<p>Head of Department; where none this will be the senior line manager of the subject</p>

	<i>responsibilities as detailed in Bolder Academy's non-examination assessment policy</i>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i> <i>An internal investigation and where appropriate internal disciplinary procedures are followed</i>	Head of Centre & Exams Officer
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate</i>	SENDCO
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of Bolder Academy's quality assurance procedures</i> <i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i> <i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i>	Quality assurance lead/Lead internal verifier

	<i>Candidate confirms/records advice and feedback given prior to starting on their work</i>	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of Bolder Academy's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	Head of Department; where none this will be the senior line manager of the subject
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	Head of Centre & Exams Officer
Candidate does not reference information from published source	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for</i></p>	Head of Department; where none this will be the senior line

	<p><i>candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of their own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	manager of the subject
Candidate does not set out references as required	<p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of their own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	Head of Department; where none this will be the senior line manager of the subject
Candidate joins the course late after formally supervised task taking has started	<p><i>A separate supervised session(s) is arranged for the candidate to catch up</i></p>	Head of Department; where none this will be the senior line manager of the subject Exams Officer
Candidate moves to another centre during the course	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i></p>	Exams Officer
An excluded pupil wants to complete their non-examination assessment(s)	<p><i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i></p>	Head of Centre

	<i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i>	
Resources		
A candidate augments notes and resources between formally supervised sessions	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on Bolder Academy's network, access for candidates is restricted between formally supervised sessions</i></p>	Head of Department; where none this will be the senior line manager of the subject
A candidate fails to acknowledge sources on work that is submitted for assessment	<p><i>Candidate's detailed record of their own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	Head of Department; where none this will be the senior line manager of the subject

Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	Head of Department; where none this will be the senior line manager of the subject
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	Head of Department; where none this will be the senior line manager of the subject
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for</i></p>	Head of Centre & Exams Officer

	<p><i>candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>The candidate's work is not accepted for assessment</i></p> <p><i>A mark of zero is recorded and submitted to the awarding body</i></p>	
Candidate does not sign their authentication statement/declaration	<p><i>Records confirm that candidates have been issued with the current JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document</i></p> <p><i>Information for candidates: non-examination assessments</i></p> <p><i>Declaration is checked for signature before accepting the work of a candidate for formal assessment</i></p>	Head of Department; where none this will be the senior line manager of the subject
Subject teacher not available to sign authentication forms	<p><i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of Bolder Academy's quality assurance procedures</i></p>	Senior Leader
Presentation of work		
Candidate does not fully complete the awarding	<p><i>Cover sheet is checked to ensure it is fully completed before accepting the</i></p>	Head of Department;

body's cover sheet that is attached to their worked submitted for formal assessment	<i>work of a candidate for formal assessment</i>	where none this will be the senior line manager of the subject
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments</i> <i>Regular monitoring ensures subject teacher use of appropriate secure storage</i>	Head of Department; where none this will be the senior line manager of the subject
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course</i> <i>Alternative secure storage sourced where required</i>	Exams Officer
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate</i> <i>If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	Exams Officer
A candidate is absent on the day of the examiner	<i>The candidate is marked absent on the attendance register</i>	Head of Centre

visit for an unacceptable reason		
Task marking – internally assessed components		
A candidate submits little or no work	<p><i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body</i></p> <p><i>Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i></p>	Head of Department; where none this will be the senior line manager of the subject
A candidate is unable to finish their work for unforeseen reason	<p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work</i></p>	Exams Officer
The work of a candidate is lost or damaged	<p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work</i></p>	Head of Department; where none this will be the senior line manager of the subject Exams Officer
Candidate malpractice is discovered	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</i></p> <p><i>Investigation and reporting procedures in the current JCQ</i></p>	Head of Centre & Exams Officer

	<p><i>publication Suspected Malpractice in Examinations and Assessments are followed</i></p> <p><i>Appropriate internal disciplinary procedures are also followed</i></p>	
A teacher marks the work of their own child	<p><i>A conflict of interest is declared by informing the awarding body that a teacher is teaching their own child at the start of the course</i></p> <p><i>Marked work of said child is submitted for moderation whether part of the sample requested or not</i></p>	Head of Department; where none this will be the senior line manager of the subject
An extension to the deadline for submission of marks is required for a legitimate reason	<p><i>Awarding body is contacted to determine if an extension can be granted</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</i></p>	Exams Officer
After submission of marks, it is discovered that the wrong task was given to candidates	<p><i>Awarding body is contacted for guidance</i></p> <p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i></p>	Exams Officer
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<p><i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</i></p>	Head of Department; where none this

	<p><i>Records confirm candidates have been informed of their marks</i></p> <p><i>Candidates are informed that these marks are subject to change through the awarding body's moderation process</i></p> <p><i>Candidates are informed of their marks to the timescale identified in Bolder Academy's internal appeals procedure and prior to the internal deadline set by the Exams Officer for the submission of marks</i></p> <p><i>Through the candidate exam handbook, candidates are made aware of Bolder Academy's internal appeals procedures and timescale for submitting an appeal/request for a review of Bolder Academy's marking prior to the submission of marks to the awarding body</i></p>	<p>will be the senior line manager of the subject</p> <p>Exams Officer</p>
<p>Deadline for submitting work for formal assessment not met by candidate</p>	<p><i>Records confirm deadlines given and understood by candidates at the start of the course</i></p> <p><i>Candidates confirm/record deadlines known and understood</i></p> <p><i>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met</i></p> <p><i>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i></p>	<p>Learning Leader & Exams Officer</p>

<p>Deadline for submitting marks and samples of candidates work ignored by subject teacher</p>	<p><i>Internal/external deadlines are published at the start of each academic year</i></p> <p><i>Reminders are issued through senior leaders/subject heads as deadlines approach</i></p> <p><i>Records confirm deadlines known and understood by subject teachers</i></p> <p><i>Where appropriate, internal disciplinary procedures are followed</i></p>	<p>Head of Centre</p>
<p>Subject teacher long term absence during the marking period</p>	<p><i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i></p>	

Appendix 6 Access Arrangements Procedures

Purpose

The purpose of an access arrangement 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 difficulties. The integrity of the assessment is maintained, whilst at the same time, providing access to assessments for a disabled candidate.

Students who are eligible for examination access arrangements are identified and assessed in the required manner and the necessary recommendations made. Following an application and approval from the relevant Awarding Body, Examination Access Arrangements (EAA) will be implemented (e.g. scribe, reader, extra time etc.)

The Equality Act 2010 places a duty on educational institutions not to discriminate against students learning difficulties/ disabilities in terms of either admission to courses or provision of education and support services.

What are Examination Access Arrangements?

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.

Arrangements fall into two distinct categories; some arrangements are delegated to centres; others require JCQ awarding body approval.

Access arrangements must always be approved before an examination or assessment. The candidate must have had appropriate opportunities to practise using the access arrangements before their first examination.

Reasonable Adjustments

Access arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands/integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply the duty under the Equality Act 2010 to make 'reasonable adjustments.

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in public examinations, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- Extra time – 25%, 50%, 50%+
- A reader/computer reader
- A scribe/voice activated software
- Oral Language modifier

- Practical assistant
- Read aloud
- A word processor (Laptop)*
- A prompter
- Coloured overlays
- Supervised rest breaks – Duration and number arranged prior to the exam.
- Coloured/enlarged papers
- Papers with modified language

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' – AA Definitions)

Identification/Evidence

All referrals for Access Arrangements must initially be presented to the SENDCO.

Identification of students needs begins on entry into Bolder Academy:

- Baseline testing completed at beginning of Year 7
- Evidence of need throughout KS3 – SEN reviews/classwork/internal tests/exams
- Subject teacher referral
- Parental referral
- Access Arrangements granted due to medical conditions will be recorded on centre headed paper and must comply with the six bullet points listed on page 26 of the JCQ Access Arrangement and Reasonable Adjustment booklet

If the school have a picture/evidence of need for a student, then a formal assessment will take place at the end of Year 9; formal access arrangements expire after 26 months. The screening and ongoing monitoring determines the level of specific assessment required.

Assessors for Access Arrangements

The specialist centre assessor is appointed at the start of each academic year by the Head of Centre. The specialist assessor will be either:

- A qualified Psychologist registered with the Health & Care Professions Council (HCPC).
- A specialist assessor with a current SpLD Assessment Practising Certificate, awarded by BDA.
- A specialist assessor with a post-graduate qualification in individual specialist assessment at or equivalent to Level 7.

The Head of centre will check that the centre's specialist assessor's qualifications meet the JCQ required levels. The SENCO will monitor that the assessment process is correctly carried out.

Bolder Academy's specialist assessor is France Gibney, Assistant Deputy Head, who is a qualified Level 7 Assessor and Member of the British Psychological Society.

Assessment

Assessments for EAAs will be carried out by Bolder Academy's Specialist Assessor. As not all students have access to external assessors, Bolder Academy will not accept privately commissioned reports from external professionals. After the assessment has been completed the SENDCO will decide what access arrangements will be applied for depending upon the evidence held within the centre.

Applications will then be made to JCQ by the examinations officer ensuring all deadlines set by awarding bodies/JCQ are adhered to.

When formal access arrangements are determined and agreed these will become part of 'normal practice'.

If a student chooses continually not to use the agreed access arrangement granted to him/her, e.g. extra time or the use of a word processor, then it is not their normal way of working. The arrangement should not be awarded for public examinations and will be withdrawn.

Bolder Academy will monitor the use of access arrangements in internal tests and rehearsal exams.

Please also view:

Appendix 7 Controlled Assessment Policy and Procedure

Departments arrange the Controlled Assessment/Internal Assessment/NEA in consultation with the Assistant Head and Deputy Head in Charge of Curriculum. This should include details of the level of control needed, the number of staff and rooms required and, if appropriate, the number and dates for provision of Invigilator supervision. The Exams Officer and Data Manager will then confirm whether the Controlled Assessment can take place at the requested time. This will happen during the summer term of the year preceding the Controlled Assessments taking place.

If departments wish to change or further specify the timing of their Assessments, they must submit this request to the Examinations Officer and Cover Manager. The Assistant Head will confirm whether this change is acceptable.

Where Assessments occur under high levels of control, and where students are using computers, then the IT technicians must be informed at least four weeks in advance. The IT technicians will then ensure that the appropriate levels of access and control are in place when the Assessment is taking place.

Setting Assessments

- Departments must check whether tasks are to be set by the Awarding Body or by departments themselves. This information is contained in the subject specifications.
- Teaching and Controlled Assessment must be entirely separate.
- Candidates should know the assessment criteria.
- All assessments must be set in line with the Awarding Body specification and procedures.

Completing Controlled Assessments

- Awarding Bodies will impose a high, medium or low level of control.
- Head of Department or subject teacher must ensure that they are fully aware of the appropriate level of control set by the Exam Board and the requirements that teachers and students must follow.
- The JCQ Instructions for conducting non-examination assessments must be followed.
- If necessary the Head of Department or subject teacher must arrange with the Exams Officer for provision of material (e.g. JCQ posters), supervision by invigilators and any materials provided by the Exam Board (e.g. registers)

Students with Extra Time

- Students are entitled to up to 25% extra time in their examinations would also be entitled to 25% extra for Controlled Assessments. Subject teachers should ensure that appropriate arrangements are in place to ensure they have their extra time. This could be achieved through ensuring that these students have a longer window for

Controlled Assessment than most students will need. Most students will therefore finish their Controlled Assessment early, and can move onto other tasks set by the teacher. Those who require extra time, or who have missed lessons, can then complete their Controlled Assessment in the window available.

- The Exam Officer will ensure that Senior Leadership Team have the names of these students.

Security

- Work may be stored by subject departments if this is in line with Exam Board regulations.
- Written work will be secured in accordance with JCQ Regulations.
- Where there is a practical need, materials can be left in a locked classroom from the end of one session to the start of the next. This may also happen where materials need to dry overnight etc.

Authentication Procedures

- Work must be authenticated by candidates and teachers, using the authentication form produced by awarding bodies. If a form is not provided students must be asked to sign a form stating that the work is their own unaided work and teachers must sign to confirm that the work is solely the students as was carried out under the required conditions.
- Where work has not been authenticated, Awarding Body will give 0 marks.

Internal and External Standardisation

- There must be one person in overall charge of standardisation for each specification (usually the HoD or Senior Line Manager).
- Refer to Awarding Body specifications and to JCQ Instructions for conducting non-examination assessments.
- There should be trial marking exercises before marking of all scripts. This will be incorporated into the department meeting structured time.
- Standardisation procedures should take place after marking of all scripts.
- Details on annotation are included in the JCQ Instructions for conducting non-examination Assessments.
- Departments must retain evidence that internal standardisation has been carried out.
- Procedures for external standardisation are similar to coursework.

Submission of Marks

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

Malpractice

Candidates must not:

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

Miscellaneous Assessment Issues

- Candidates may appeal against the marks awarded by the school using Bolder Academy's Appeals Procedure.
- Candidates suffering prolonged absence may be able to submit a reduced quantity of work provided all assessment objectives have been covered. A special consideration form exists for this.

Staff Responsibilities for GCSE Controlled Assessment

Senior Leadership Team

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

Heads of Departments

- Decide on the Awarding Body and specification for a particular GCSE.
- Ensure that the assessment is conducted in accordance with the Awarding Body specification and JCQ regulations.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to Assessment.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification, JCQ regulations and are familiar with the relevant teachers' notes, and any other subject specific instructions.

- Where appropriate, develop new assessment tasks or contextualize sample Awarding Body assessment tasks to meet local circumstances, in line with Awarding Body specifications and control requirements.
- Supply to the Exams Officer details of all unit codes for Controlled Assessments and if needed arrange provision of materials and invigilator supervision.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting Non-examination Assessments.
- Understand and comply with the Awarding Body specification for conducting Assessments, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the Awarding Body. Submit marks through the exams office to the Awarding Body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to Bolder Academy.
- Ask the SENDCO for any assistance required for the administration and management of access arrangements e.g. for students with Special Educational Needs, who need laptops, or who have been granted extra time.

Exam's Officer Staff

- Enter students for individual units, whether assessed by internal assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

- Download and distribute registers for teaching staff to use, and collect and SEND registers to awarding bodies before deadlines.
- Organise collection and sending of Assessment samples required by the external moderator.
- On the few occasions where Assessment cannot be conducted in the classroom, arrange suitable accommodation where Assessment can be carried out, at the direction of the senior leadership team.
- Support the SENDCO in ensuring that access arrangements have been applied for.
- Ensure access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them, where this support is above and beyond the support such students normally receive in lessons.

SENDCO

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

Controlled Assessment Risk Management Process

	Remedial Action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	HODs/Assistant Head (exams)
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates adequate time between them	HODs/Assistant Head (exams)

Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	HODs/Assistant Head (exams)
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Data Manager
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Exams Officer & Subject Teacher
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Track all absences and related information	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled	I.T. Network Support Manager

		date of assessment	
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer
Supervision			
Student study diary/plan not provided or complete	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Teacher
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Document that teaching staff have been provided with relevant documentation and guidance around EA	Exams Officer

A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification	Data Manager will provide alternative supervisors based on the whole school timetable in the event of emergency cover.	Exams Officer
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	Exams Officer
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Learning Leader
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for	Seek guidance from the awarding body	Exams Officer

	each department as necessary		
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within Bolder Academy	Exams Officer/ Business Manager
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Subject Teacher
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body Evaluate reasons why deadline not met to reflect on future processes	Exams Officer/ Senior Leadership
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign	Find candidate and ensure authentication form is signed	Teaching staff/ HoDs

	Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking		
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Teaching staff/ HoDs Exams Officer
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Learning Leader/ Senior Leadership
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Exams Officer/ Senior Leadership

Notes:

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

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

Appendix 8 - Major Critical Incidents.

Major Critical Incident Policy can be found at this link on our website:

[Major Critical Incident Policy](#)

Appendix 9 – Malpractice in Exams, NEA’s and Btecs

Malpractice in Exams, NEA’s and Btecs Policy can be found at this link on our website:

Appendix 10 Emergency Evacuation Plan

Purpose of the policy

This policy details how Bolder Academy deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

As each incident may be different, advice will be sought from the relevant awarding body as soon as it is safe to do so, particularly where the centre is concerned about the security of the examination.

Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice. The awarding bodies have procedures in place to ensure that candidates are not disadvantaged where they are unable to complete the examination due to circumstances beyond their control.

Roles and responsibilities

Head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)

Senior leader

- Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an exam room is required

Special educational needs coordinator (SENDCO)

- Ensures appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

Exams officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (Candidate Exam Handbook), prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedure for every exam room
- Provides a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENDCO and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the

special consideration process where applicable (in cases where a group of candidates have been disadvantaged by a particular event)

Invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for every exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the exams officer (see below)

Other relevant centre staff

- Support the senior leader, SENCO, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Recording details

As soon as practically possible and safe to do so, details should be recorded. Details must include:

- the actual time of the start of the interruption
- the actions taken
- the actual time the exam(s) resumed
- the actual finishing time(s) of the resumed exam(s)

Further details could include:

- report on candidate behaviour throughout the interruption/evacuation
- a judgement on the impact on candidates after the interruption/evacuation

Emergency Evacuation Procedure during public examinations

Exam Evacuation details will be available in every examination room.

The invigilator must take the following action in an emergency such as a fire alarm:

- Tell the candidates to stop writing and leave the question papers and scripts on their desks. Note the time.
- Evacuate the room in an orderly fashion – row by row. Candidates should leave the room in silence. The candidates must not attempt to collect bags or coats.
- The invigilator should collect the exam register and evacuate the candidates by following the emergency exit signs.
- Assemble the candidates on the grassed area adjacent to the Multi Use Games Area (MUGA)
- When assembled check the candidates against the exams register.
- The examination candidates must not have contact with other pupils and must not have mobile phones in their possession.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room.
- Make sure there is no discussion about the examination. Inform the candidates that they are still under examination regulations.
- At the end of the emergency the Exams Officer or a senior member of staff will inform you when to return to the examination room.
- On return to the examination room make a note of the time of the interruption and how long it lasted.
- When settled in the examination room allow the candidates the full working time set for the examination.
- Make a full written report of the incident and of the action taken to the Exams Officer who will send it to the relevant awarding body.

Additional centre-specific actions to be taken

- The Exams Officer will oversee the assembly point
- The lead invigilator from the hall will be responsible for taking a copy of the attendance lists to the assembly point
- The invigilators/staff runners will be responsible for escorting these candidates to the assembly point, maintaining silence at all times.
- Candidates must line up at the assembly point – the grassed area by the side of Hall A away from the main body of the school population. A register will be taken from the attendance lists to establish that all candidates are present.

- When it is safe to return to the building, the candidates will be led back to their examination room and as soon as all candidates are seated and settled the examination will be resumed. The candidates will be entitled to the full time for the examination.
- The candidates must remain under examination conditions during emergency evacuation procedures and must not attempt to contact another candidate or any other member of the school community.
- The Exams Officer will contact the Examination Board in accordance with JCQ regulations.
- If a candidate is present who may need assistance in the event of an emergency evacuation, a named invigilator will be asked to take responsibility for escorting/aiding this candidate to the assembly point.

Upon returning to the room:

- Allow the candidates a small amount of time to settle, while reminding them they are still under exam conditions.
- Instruct the candidates they will resume from where they left off and the finish time will be adjusted accordingly.
- Adjust the finish time accordingly
- Record as much information as possible so a report can be made to the exam board.

Should the exam be abandoned?

- The exam contingency plan will be invoked, and you will be briefed by the Exams Officer at the time.

Appendix 11 - Word Processor Policy

Purpose of the policy

Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment. The school will allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1) and award the use of a word processor to a candidate if it is appropriate to their needs.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

Principles for using a word processor

Bolder Academy complies with Access Arrangements - Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

- Candidates with access to word processors are allowed to do so in order to remove barriers for candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a candidate with word processor needs.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis
- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing Bolder Academy has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

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

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

The use of a word processor

Bolder Academy complies with Access Arrangements as follows:

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working within Bolder Academy
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.
- The above also extends to the use of electronic brailers and tablets
- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home
- In all cases, ensures that a word processor cover sheet is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)

Word processors and their programmes

Bolder Academy complies with ICE - *Word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then Bolder Academy is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed

- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

Bolder Academy further complies with ICE instructions by ensuring:

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

- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are normally seated in a separate room in order to minimise keyboard noise and allow printing.

Appendix 12 Special Consideration Policy

Purpose of the policy:

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Bolder Academy agrees to “submit any applications for special consideration where candidates meet the published criteria.” [JCQ General Regulations for approved centres, section 5.9 (SC)]

What is special consideration?

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.

JCQ A guide to the special consideration process

The following must be considered:

- All applications are made online, and have to meet the requirements set by JCQ in order to be accepted. The decision as to whether to make an application rests with the Exams Officer, whose decision is final.
- The maximum allowance, in the most extreme circumstances, is 5% of the marks for a given paper. In practice, most candidates receive 2% or less.
- For absence a doctor's note is required, and it is recommended that one is obtained for any medical condition.
- The exam boards will never discuss special consideration for individual candidates, and when results are issued it is not possible to determine what allowance, if any, has been granted.
- The deadline for applications is in early July, and the exam boards will not usually accept requests for special consideration made after this date. This date will be confirmed by February half term.
- **Roles and Responsibilities**

- **Head of Centre**

- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to awarding bodies by the exams officer

Exams Officer

- Understands the criteria to determine where candidates will/will not be eligible for special considerations
- Ensures that, where relevant and in eligible situations, applications for special consideration will be submitted to the awarding bodies

Teaching Staff/SEND/CO

Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special considerations.

Candidates/Parents

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

Eligibility for special consideration Applying for special consideration

Where eligible, special consideration will be applied for in a specific exam series where candidates "...have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control."

Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- The candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for the candidate to take the exam in the best possible conditions
- A judgement will be made on how the candidate's situation or disposition affected performance in the exam
- Where appropriate and where eligible, special consideration will be applied for
- Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration will be applied for on behalf of all candidates.
- Where a candidate takes multiple exams (three or more exams) timetabled for the same day and the total duration for those papers is more than 6 hours for

GCE exams or more than 5 hours 30 minutes for GCSE exams including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on last paper taken will be applied for.

- Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.

If a candidate is absent for acceptable reasons, and Bolder Academy can verify this, special consideration will be applied for if the exam missed is in the terminal series and the *minimum requirements for enhanced grading in cases of acceptable absence can be met*. If there is an opportunity to re-enter the candidate in the next available exam series, Bolder Academy will make the entry and special consideration will not be applied for

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in and applied for where eligible. This might include, for example:

- Other certification
- A short extension to coursework/non-examination assessment deadlines
- Submitting a reduced quantity of coursework/non-examination assessment (shortfall in work)
- Candidates taking an incorrect or defective question paper
- Candidates undertaking the wrong controlled assessment or non-examination assessment assignment

Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, Bolder Academy will follow awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration Roles and Responsibilities

Head of centre

- Ensures where a candidate may be a member of the family (which includes stepfamily, foster- family and similar close relationships) or a close friend and their immediate family (e.g.son/daughter) of a member of the exams office staff, the application will be authorised by an alternative member of centre staff

Senior Leadership Team

- Produce/provide signed evidence in support of an application where this may be requested by the awarding body

Exams officer

- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results and provides evidence in support of an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

Teaching staff and/or SENDCO

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

Candidates (or parents/carers)

- Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration

Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes. Evidence to support applications will be kept on file until after the publication of results.

Timetabled written exams

- For GCSE qualifications, applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration
- The processes for submitting a single application to cover all exams where a candidate is present but disadvantaged and a separate application for each day where a candidate is absent from an examination for an acceptable reason detailed in Appendix 4 Examination Access Arrangements will be followed
- For other qualifications, applications will be submitted online where the awarding body's secure system accepts these
- Form 10 JCQ Application for special consideration will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification
- For groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed

- Form 14 JCQ Self Certification form (Self Certification for candidates who have missed an examination) will only be completed where circumstances warrant this and will not be used where Bolder Academy knows the candidate was ill

Internally Assessed Work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body
- Where a short extension to a deadline is being requested an application will be submitted online or by direct email, dependent on the awarding body
- Where an application relates to a shortfall in work, this will be submitted online or by completing Form 10 JCQ, dependent on the awarding body
- Where an application relates to lost or damaged work, this is submitted online or by completing Form 15 JCQ Notification of lost centre assessed work, dependent on the awarding body

Post assessment adjustments – vocational qualifications

Where relevant and eligible, Form 10 JCQ Application for special consideration Vocational qualifications will be completed and submitted to the awarding body

Late Applications

If, after the publication of results for a particular exam series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a member of the senior leadership team is able to produce evidence to support the late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special considerations cannot be submitted.

Appendix 13 Exams Complaints and Appeals Procedure

Purpose of the Procedure

This procedure confirms Bolder Academy's compliance with JCQ's General Regulations for Approved Centres 2021-2022 that Bolder Academy has in place "...a written complaints and appeals procedure which will cover general complaints regarding Bolder Academy's delivery or administration of a qualification."

Grounds for Complaint

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

Teaching and Learning

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

Access Arrangements

- Candidate not assessed by Bolder Academy's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice/Candidate data personal consent form)

- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

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

Conducting Examinations

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

Results and Post-results

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

Complaints and Appeals Procedure

If a candidate (or their parent/carer) has a general concern or complaint about Bolder Academy's delivery or administration of a qualification a student is following, Bolder Academy encourages them to try to resolve this informally in the first instance.

A concern or complaint should be made in person, by telephone or in writing to the head of centre.

If a complaint fails to be resolved informally the candidate (or their parent/carer) is then at liberty to make a formal complaint.

How to Make a Formal Complaint

- A complaint should be submitted writing by completing a complaints and appeals form
- Forms are available from the Exams Officer or downloadable from the exams page of our website.
- Completed forms should be returned to the Head of Centre

- Forms received will be logged by Bolder Academy and acknowledged within 14 calendar days

How a Formal Complaint is Investigated

The Head of Centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings.

The findings and conclusion will be provided to the complainant within four working weeks

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted in writing by completing a complaints and appeals form
- Forms received will be logged by Bolder Academy and acknowledged within 28 calendar days
- The appeal will be referred to Chair of Governors (or a special Committee of the Governing body) for consideration
- The Chair of Governors (or Committee) will inform the appellant of the final conclusion in due course

Complaints and Appeals Log

Bolder Academy will on receipt, assigned a reference number and log all complaints. The outcome and outcome date is also recorded.

Appendix 14 Access to Scripts, Reviews of Results and Appeals Procedures

Key staff involved in the procedures

Role	Name
Exams officer	Suelin Billingham
Senior leader(s) Assistant Head Assessment	Chris Booth
Head of centre	Andy De Angelis

These procedures are reviewed and updated annually to ensure that Bolder Academy deals with candidate requests for access to scripts, clerical rechecks, reviews of marking, reviews of moderation and appeals to the awarding bodies in accordance with current requirements and regulations.

Reference in these procedures to GR and PRS refer to the JCQ publications General Regulations for Approved Centres and Post-Results Services.

Introduction

Following the issue of results, awarding bodies make post-results services available.

The JCQ post-results services currently available are detailed below.

Access to Scripts (ATS):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation) - This service is not available to an individual candidate

Appeals:

- The appeals process is available after receiving the outcome of a review of results

Purpose of the procedures

The purpose of these procedures is to confirm how Bolder Academy deals with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations (GR 5.13).

Details of these procedures are made widely available and accessible to all candidates by The Candidate Exam Booklet printed on Bolder Academy Website

The arrangements for post-results services

- Candidates must be made aware of the arrangements for post-results services before they sit any examinations (GR 5.13)

A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (PRS 4.3)

- The appeals process is available after receiving the outcome of a review of results (PRS 5.1)

At Bolder Academy:

- Candidates are informed of the arrangements for post-results services and the availability of senior members of centre staff immediately after the publication of results, before they sit any examinations (GR 5.13)

Candidates are informed by the Candidate Exam Booklet printed on Bolder Academy Website

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by the Exams Officer following the issuing of results

Dealing with requests

All post-results service requests from internal candidates must be made through the centre (GR 5.13)

At Bolder Academy the process to request a service is by completing a Post-results services request and payment form available from the Exams Office.

Candidate consent

Candidates must provide their written consent for clerical re-checks, reviews of marking and access to scripts services offered by the awarding bodies after the publication of examination results (GR 5.13)

Bolder Academy will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical recheck, a review of marking or an access to scripts service is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results
- Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)
- Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS 6.2)

Submitting requests

Bolder Academy will:

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ publication Post-results services (GR 5.13)
- Submit requests for appeals in accordance with the JCQ publication A guide to the awarding bodies' appeals processes (GR 5..13)
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post results services and regularly check the progress of the request online (PRS 4.5)

Dealing with outcomes

Bolder Academy will:

- Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13)

Candidates will be notified by being emailed a copy of the outcome notification from the awarding body.

Managing disputes

At Bolder Academy any dispute/disagreement will be managed in accordance with the internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal.

Appendix 15 – Exams General Data Protection Regulation Policy

To be read in conjunction with [Bolder Academy GDPR Policy](#)

This policy details how Bolder Academy, in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act 1998

Students are given the right to find out what information (including personal data as defined in the GDPR) Bolder Academy holds about them, how this is protected, how this can be accessed and how data breaches are dealt with.

All exams office staff responsible for collecting and sharing candidates' data (including personal data) are required to follow strict rules called 'data protection principles' ensuring the information is:

- processed fairly, lawfully and in a transparent manner
- collected for specified, explicit and legitimate purposes
- adequate, relevant and not excessive in relation to the purposes for which it is processed
- accurate and where necessary kept up to date
- kept (in a format which identifies candidates) for no longer than is absolutely necessary
- kept safe and secure, including protecting against unauthorised or unlawful processing and against accidental loss, destruction or damage

In addition, a candidate's personal data will not be transferred outside the European Economic Area without adequate protection being put in place.

To ensure that Bolder Academy meets the requirements of the GDPR, all candidates' exam information, even that which is not classified as personal or special category, is covered under this policy.

Exams-related information

There is a requirement for the Exams Officer to hold exams-related information on candidates taking external examinations.

For further details on the type of information held please refer to Section 5 – Candidate information, audit and protection measures.

Candidates' exams-related data may be shared with the following external bodies:

- Awarding bodies
- Joint Council for Qualifications (JCQ)
- Centre for Evaluation & Monitoring (CEM)
- Universities

This data may be shared via one or more of the following methods:

- hard copy
- email
- secure extranet site(s) – AQA; OCR Interchange; Pearson Edexcel Online
- Management Information System (MIS) SIMs

This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments, special consideration requests and exam results/post-results/certificate information.

Informing candidates of the information held

Bolder Academy candidates are fully aware of the information and personal data held by Bolder Academy.

All candidates are:

- informed via information pack given once entries made
- given access to this policy via written request

Candidates are made aware of the above once they have been entered for external examinations.

Appendix 16 - Exams Archiving Policy

The purpose of this policy is to:

- Identify exams-related information/records held by the exams office
- Identify the retention period
- Determine the action required at the end of the retention period and the method of disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the SENDCO relating to an access arrangement candidate.	To be retained for 12 months by the SENDCO as records owner at end of the candidate's final exam series and shared with further education organisations to facilitate AA for Post 16 studies.	Confidential waste/shredding
Attendance register copies	MIS Software Excel Workbook	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 22]	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Safe disposal
Candidates' work	Non-examination assessment work (Inc. Non-examination assessment, coursework, portfolios) returned	To be returned to subject staff as records owner. To be stored safely and securely along with work that did not	Returned to candidates or safe disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	to Bolder Academy after awarding body moderation.	form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series. [Reference GR 3, 5]	
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. [Reference GR 5]	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction. [Reference GR 5]	Confidential destruction
Certificate issue information	A record of certificates that	[Reference GR 5]	File deletion confidential destruction/shred

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	have been issued to candidates.		
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to Bolder Academy and issued to authorised staff.	To be stored in safe storage until appropriate date of pre-release.	Confidential destruction
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 11]	Confidential destruction
Exam room incident logs	Logs recording any incidents or	To be retained until after the deadline for EARs or until any	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	irregularities in exam rooms.	appeal, malpractice or other results enquiry has been completed, whichever is later.	
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of. [Reference ICE 30]	Confidential disposal
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
Invigilation arrangements	See Exam room checklists		Confidential destruction
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic	

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		year update is provided.	
Moderator reports		To be immediately provided to the Head of Centre and Learning Leader as records owner.	
Overnight supervision information	Copy of JCQ form Timetable variation and confidentiality declaration for overnight supervision for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes for the relevant exam series.	Confidential destruction
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.		Confidential destruction
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to Bolder Academy by the awarding body/copies downloaded by Bolder Academy where the awarding body provides online access to scripts.	Where copies of scripts are retained by Bolder Academy, they must be securely stored (including any electronic versions) until they are no longer required.	Confidential disposal
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.		Delete File

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	To be retained until the work is returned to Bolder Academy	
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 11]	Confidential destruction
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results.	Confidential destruction
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected	Until the Awarding Body confirms the outcome of the	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	investigation and all appeals have finished	
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	Confidential destruction
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction

Appendix 17 – Conflict of Interest Policy

This policy applies to all staff and other individuals who interact with the work of an awarding body.

About conflict of interest

The conflict of interest process is designed to protect the integrity of the exams system, and also helps to ensure that staff members at Bolder Academy are protected if there is an allegation of malpractice due to a perceived, or real, personal interest.

The Head of Centre is responsible for managing the conflict of interest process, and will report their actions to the Awarding Bodies

Reporting

Awarding bodies will be informed about conflict of interest before the published deadline for entries.

This will include any members of Bolder staff or third-party individuals involved in the exam process and may include:

- Staff involved in teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family for qualifications which include internally assessed components/units.
- Staff involved in the administration and conduct of the exams

The Head of Centre will ensure that:

- a Declaration of Conflict of Interest Form is completed and passed to each of the Awarding Bodies related to the annual exam plan.
- the usual protocols are in place to prevent the staff member from accessing exam materials prior to the exam, and that other staff understand the importance of maintaining the integrity and confidentiality of the exam materials

Keeping records

The Head of Centre is responsible for ensuring that Bolder Academy maintains clear records of all instances.

These records will:

- include details of the measures which have been put in place to mitigate any potential risk to the integrity of the affected qualifications

- be available for inspection by a visiting JCQ Centre Inspector and/or awarding body staff
- be available if requested in the event of concerns being reported to an awarding body
- be kept until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed (whichever is later).

Appendix 18 - Equalities Policy (Exams)

To be read in conjunction with Bolder Academy's [Equalities and Diversities Policy](#)

This policy aims to ensure that every pupil at Bolder Academy who has additional needs will be supported through every examination series, ensuring equality of opportunity. This document is provided as a supplement to the centre-wide accessibility policy/plan which details how the centre;

“recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments to the service the centre provides to disabled candidates... For any legislation in a relevant jurisdiction other than England and Wales which has an Equivalent purpose and effect.”

[Section 5.4 of JCQ publication General Regulations for approved centres]

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- Identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as “access arrangements”
- Implementing access arrangements and the conduct of exams
- Requesting access arrangements
- Good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication Adjustments for Candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments. The Equality Act 2010 extends the application of the Equality Act to general qualifications. All examination centre staff must ensure that

the access arrangements and special consideration regulations and guidance are consistent with the law.

Identifying the need for access arrangements

Roles and Responsibilities

Head of Centre

Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including general regulations and access arrangements.

Senior Leaders

Are Familiar with the entire contents of the annually updated JCQ publications including general regulations and access arrangements.

Special Educational Needs Coordinator (SENDCO)

Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication access arrangements.

Teaching Staff

Informs the SENDCO of any support that might be needed by a candidate.

Support Staff (Learning Support Assistants/Teaching Assistants)

Provide comments and observations to support the SENDCO in painting a picture of need confirming normal way of working for a candidate.

Assessor of candidates with learning difficulties

Has detailed understanding of the current JCQ publication access arrangements (if needed as SENDCO not available)

Requesting access arrangements

Roles and Responsibilities

Head of centre

- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before he/she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of JCQ: Access Arrangements and Reasonable Adjustments 2021/22.

- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place

SENDCO

Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated.

- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates are clearly defined and documented
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Examinations Officer

Is familiar with the entire contents of the annually updated JCQ publication general regulations and is aware of information contained in access arrangements where this may be relevant to the Examinations Officer role.

- Supports the SENDCO in the input of AA in AAO
- Support the SENDCO in determining the need for and implementing access arrangements
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

Implementing access arrangements and the conduct of examinations

Roles and Responsibilities

External Assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication Instructions for conducting examinations (ICE booklet).

Head of Centre

Supports the SENDCO, Examinations Officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.

SENDCO

Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality ACT (unless a temporary emergency arrangement is required at the time of an examination).

Examinations Officer

Understands and follows instructions for Invigilation arrangements for candidates with access arrangements in line with JCQ: Access Arrangements and Reasonable Adjustments 2020/2021.

Other relevant centre staff

Support the SENDCO and the Examinations Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations.

Internal Assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

Roles and Responsibilities

SENDCO

Liaises with teaching staff to implement appropriate access arrangements for candidates where appropriate.

Teaching Staff

Support the SENDCO in implementing appropriate access arrangements for candidates.

Internal Examinations

These are examinations or tests which are set and marked within the centre; normally a precursor to external assessments.

Roles and Responsibilities

SENDCO

Liaises with teaching staff to implement appropriate access arrangements for candidates.

Teaching Staff

Support the SENDCO in implementing appropriate access arrangements for candidates.

Bolder Academy Procedures

- All examination rooms are accessible, chairs are available when queuing outside where required
- There is an appropriate toilet near or in all examination areas
- Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination series
- All areas have had risk assessments carried out
- If any candidate needs to take regular medication, invigilators will make this possible
- The Examinations Officer should be notified if there are any exceptional health issues
- Any specialised equipment will be provided and an appropriate examination area selected
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator
- The SENDCO will make the Examinations Officer aware of any issues concerning individuals in the main examination room
- The SENDCO will take the lead in making access applications based on their close knowledge of the needs of students. They will produce a list of the students involved together with their concessions and this list will be available in the examination and SENDCO office
- Any complaints made by candidates with disabilities should be directed in the first instance to the Examinations Officer

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<p><i>SENDCO gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Pastoral head provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENDCO; AAO approval for both arrangements not required</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p>

		<p><i>Pastoral head confirms with candidate the information is understood</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by their condition</i></p>
Special Considerations		<p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>

<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader 25% Extra time Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects their normal and current way of working within the centre</i></p> <p><i>(25% Extra time - Form 8 completed as appropriate)</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</i></p>
<p>Significant difficulty in concentrating</p>	<p>Prompter Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>

A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>
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Appendix 19 Safeguarding and Child Protection Policy

Please use this link to access this policy

<https://www.bolderacademy.co.uk/about-us/policies>

Appendix 20. Bolder Academy Contingency Plan for Alternative School during Exams (DRAFT)

Agreement between Bolder Academy and Nishkam School (Alternative Site School)

Objective:

School closures in the event of an emergency during an exam are extremely unusual. In most circumstance, the primary school will expect to be able to accommodate exams on site with variations where necessary.

If this is not possible, then this document intended to ensure that examinations are conducted smoothly at Nishkam - the named Alternative Site School - Nishkam if an emergency renders Bolder Academy school premises unusable for one or more of the scheduled external exams.

The agreement is anticipated to be reciprocal between Bolder Academy and Nishkam School

Scope:

This plan applies to all students, faculty, and administrative staff involved in the examination process.

Potential Emergencies:

- Natural disasters (earthquakes, floods, storms)
- Fire or chemical hazards
- Structural damage to school buildings
- Health emergencies (pandemics, outbreaks)
- Security threats (bomb threats, lockdowns)

Key Contacts:

- **Bolder Academy:** Andy De Angelis adeangelis@bolderacademy.co.uk Mobile number for emergency use only
- **Bolder Academy Exams Officer:**
Suelin Billingham sbillingham@bolderacademy.co.uk 07760766655 (for emergency use only)
Chris Booth cbooth@bolderacademy.co.uk (Phone number – for emergency use only)
- **Nishkam School Head Teacher:** [Name, Phone, Email]
- **Nishkam Exams Officer or SLT Manager:** [Name, Phone, Email]

Steps to Implement Contingency Plan:

1. Notification and Communication:

- **Triggering the Plan:**
 - The Head Teacher or designated person decides to activate the contingency plan.
- **Internal Communication:**
 - Inform staff and teachers will be messaged via email, or through the critical incident WhatsApp group.
- **External Communication:**

- Head teacher or SLT will contact the alternative school with details of the emergency and need to use their facilities.
- The size of the largest exam cohort will be shared.
- Headteacher to notify parents via email, SMS, and school website updates.

3. Preparation for Transfer:

- **Transport Arrangements:**
 - Exams Officer and SLT to coordinate students with arrival and start times at alternative site.
- **Materials and Equipment:**
 - Exams Officer to secure and transport examination papers and materials using correct protocols and exam paper movement checks.
 - Exams Officer to liaise with alternative school to ensure that adequate facilities (desks, chairs, computers if needed) are available
- **Security:**
 - Exams Officer to arrange for named staff (including invigilators) to be identified and DBS approved at Alternative Site.
 - Inform Invigilators that Alternative Site procedures are required and provide details.
 - Exams Officer to provide briefing on site for invigilators
 - Exams Officer to provide exam registers for students attending Alternative Site for exam.

4. Setting Up at Alternative School:

- **Examination Rooms:**
 - Alternative Site School to allocate rooms and seating arrangements in advance.
 - Alternative Site School to set up signage to direct students to correct locations.
 - In the event that there is insufficient space in the main exam halls, classrooms may be needed to set up exam conditions.
- **Technical Requirements:**
 - Alternative Site School to ensure that any IT equipment is set up and functional.
 - Alternative Site School to verify internet connectivity if required for exams.

5. Conducting Examinations:

- **Supervision:**

- Exams Officer to assign invigilators and supervisors to examination rooms.
- Exams Officer to brief them on emergency protocols and alternative location procedures.
- **Student Instructions:**
 - SLT to provide clear instructions to students on the examination process.
 - SLT to remind them of the emergency protocols and evacuation procedures of the alternative school.

6. Post-Examination Procedures:

- **Collection and Transport of Exam Papers:**
 - Exams Officer to securely collect and transport exams scripts back to Bolder Academy or a secure location.
 - Exams Officer to ensure all exam papers are accounted for and secure.
- **Communication:**
 - SLT to inform parents of the successful completion of exams and any further instructions.
 - SLT to provide updates on the status of the emergency situation school and return plans.

7. Review and Feedback:

- **Assessment of the Contingency Plan:**
 - Conduct a debrief with staff to assess the effectiveness of the plan.
 - Gather feedback from students, parents, and staff.
- **Improvements:**
 - Identify any gaps or areas for improvement.
 - Update the contingency plan accordingly.

Conclusion:

This contingency plan ensures that examinations can proceed with minimal disruption in the event of an emergency.