



EXAMINATION POLICY 2023/2024

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1. Purpose of the Policy

The purpose of this policy is twofold, firstly to ensure that:

- The planning, administration and management of examinations and NEA (see definition below) are conducted efficiently and in the best interest of students.
- All examinations and assessment processes are conducted in line with national and examining body regulations.
- To ensure the operation of an efficient exam system with clear guidelines
- Define staff roles & responsibilities with respect to both examinations and NEA's
- Manage risks associated with examinations and NEA's

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

(This exam policy will be reviewed annually by the Head of Centre, Leadership Team and Data, Exams & Timetabling Manager to ensure compliance with current regulations).

2. Examination Responsibilities

Head of Centre

Having overall responsibility for the school as an examination centre:

The Head Teacher, Ms O'Connor

- Advises on appeals and re-marks.
- Is responsible for reporting all suspicions and any actual incidents of malpractice.
(Refer to JCQ document – *Suspected malpractice in examinations and assessments*).
- Ensures that the centre's Examination & NEA policy is fit for purpose.

Examinations Manager / Team (where applicable)

- Responsible for the effective provision of all internal and public examinations
- Ensure that all examinations and external assessment processes are conducted in accordance with national and awarding body regulations.
- Ensure that all of the school's students are provided with the opportunity to undertake all examinations and assessments in an organised, well controlled and supportive environment, enabling them to achieve their potential.
- Ensure that students, parents, teachers and all relevant parties are aware of key dates and details regarding all course entries and examinations.
- Ensure students, parents, teachers are aware that mock examinations are taken under exam conditions and can be used for evidence.
- Advises the Leadership Team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by then various awarding bodies.
- Oversees the production and distribution to staff, governors, and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensure that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.
- Administers access arrangements and makes applications for special consideration using the JCQ publications access arrangements, reasonable adjustments, and special consideration.
- Identifies and manages exam timetable clashes.
- Allocates the income and expenditures relating to all exam costs / charges.
- Line manages the senior exam invigilator in organising the recruitment, training, and monitoring of a team of exam invigilators responsible for the conduct of exams.
- Submits candidates' coursework 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 exams results and certificates to candidates and forwards, in consultation with the Leadership Team
- Any appeals / re-mark requests are dealt with by the Examinations Manager and Leadership Team

- Maintains systems and processes to support the timely entry of candidates for their examinations.

Head of Department

- To ensure that all relevant students for whom they are responsible are given the best opportunity possible to achieve in the relevant subject.
- Liaise with the Examinations Manager and inform them of any new qualifications being considered or offered at the beginning of the academic year when completing the forecasted entry form (estimated entries)
- Ensure that they and their department are familiar with the relevant assessment frameworks and objectives for all relevant examinations.
- Ensure that all relevant students are best prepared for external assessments through:
 - Long- and medium-term planning
 - Regular monitoring and formative assessment
 - Practice and intervention strategies
- Ensure that all examination entries and coursework/ controlled assessment procedures are administered in a timely and efficient manner following the published JCQ guidelines:
 - Accurate completion of coursework mark and declaration sheets
 - Accurate information sharing for all overseen subjects (Required information...subject cash in, specification route & estimated entries)
 - Accurate completion of entry forms
 - Confirming all controlled assessment material and obtaining any supporting materials from the accurate source, (please seek guidance from Exams Manager or Leadership Team if unsure)
 - Adherence to deadlines as set by the Examinations Manager (any charges relating to entries made after set deadline will be charged to the specific department)
- Ensure that their relevant examinations run as smoothly and effectively as possible:
 - Provide timely revision sessions prior to all external examinations, wherever possible
 - Ensure that they or a representative of their department are present at the start of every formal examination in their subject, to ensure that students and invigilators are clear on the examination contents. (NB subject teachers and CL's must leave the examination room before the examination can be started)
- Analyse their subject's examination performance data and review practice in light of this analysis, considering:
 - Performance against target predictions and prior attainment data
 - Performance by teaching group
 - Performance by sub-groups including gender, ethnicity, FSM and SEN data

Subject Teacher

- Submission of candidates' names that are due for examination in conjunction with the CL
- Maintain accurate records of students' progress, enabling accurate predictions of results.
- Identify students who are at risk of underperforming, compared to their target.

- Notify Curriculum Leader, SENDCO and Examinations Manager of students who may potentially require access arrangements (as soon as possible after the start of the course)
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Marks internally assessed work to the criteria provided by the awarding body.
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries.

Lead Invigilator/Invigilators

- Collection of examination papers and other material from the Examinations Office before the start of the examination
- Oversee examinations, in line with national and examination body regulations and school examination procedures.
- Take an accurate register of all students sitting examinations.
- Work with the exams team to ensure that potential absent students are not located elsewhere within the examination venue (duplicates)
- Collect all examination papers in the correct order at the end of the examination and ensure their return to the Examinations Office

Students

- Understand coursework and controlled assessment regulations and sign a declaration that authenticates the work as their own.
- Read, understand, and comply with all examination regulations, following instructions from the Examinations team including the Examinations Manager, Invigilators and Access Arrangement providers.

Parents / Carers

- Confirm accuracy of examination entries and sign accompanying letter confirming the accuracy of their child's exam entries

3. Special Needs and Access Arrangements

The Equality Act (2010) and Disability Discrimination Act (2005) states that all examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law, (please refer to point 7)

Special needs

- A candidate's special needs requirements are determined by the specialist teacher, designated by the SENCO

Access arrangements

- Completing access arrangement applications is the responsibility of the designated Learning Support Assessor
- Locations for access arrangement candidates will be arranged by the Examinations' Manager, in conjunction with the designated Learning Support Assessor
- Invigilation for access arrangement candidates will be organised by the Examinations' Manager
- Making special arrangements and arranging support for candidates to take examinations is the responsibility of the SENCO

SENDSCO

- Test and identify students' requirements for access arrangements and maintain accurate records of all students entitled to access arrangements.
- Update the Arbor registers with details of students entitled to access arrangements.
- Notify Examinations Manager and Curriculum Leaders of relevant details.
- Arrange support for those students entitled to access arrangements in examinations and communicate directly with the Examinations Manager to confirm these arrangements.
- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place.
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments.
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met.
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role.

4. Qualifications

- The qualifications offered at this centre are decided by the Leadership Team
- The qualifications offered are GCE, Functional Skills, Diploma, GCSE, iGCSE, Entry level and Wider Key Skills, Alan Tests, Modern Apprenticeships, Free Standing Maths Qualifications, TEM, BTEC's, amongst others.
- The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the exams office must be informed by the first Thursday in October for Census Day
- Informing the exams office of changes to a specification is the responsibility of the Curriculum Leaders
- Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Candidates, Parents/Carers, SENDSCO, Subject Teachers and Deputy Head Teacher

5. Exam Series

Exam Seasons

- Internal exams and assessments are scheduled throughout the year
- External exams and assessments are scheduled in November, January, May, and June
- Internal exams are held under external exam conditions, (unless agreed otherwise) and these will be set up as a 'domestic' season through Arbor.
- Photocopying/printing costs for internal exams will be charged to Departmental Budgets
- The Head of Centre, Leadership Team, Curriculum Leaders, and the exams office decide which exam series are used in the centre.

Exam Timetable

- Once confirmed, the Exams Manager will circulate the exam timetable for all examinations.

6. Candidate Entries

Entry Details

- Candidates are selected for their exam entries by the Curriculum Leaders and Subject teachers.
- Candidates or parents / carers can request a subject entry, change of level or withdrawal.
- This is subject to agreement by Curriculum Leaders and the Deputy Head
- Entry deadlines are circulated to Curriculum Leaders via Email and Briefing meetings.
- Entries are to be made by the subject teachers, Curriculum Leaders to confirm accuracy.

Late Entries

- The QCDA recommends the use of exam fees estimator tool and exemplar case study 'Reducing late exams entries: Practical advice from your exam's office colleagues'.
- Late entries are requested by Curriculum Leaders and agreed by the Examinations Manager and Deputy Head, the late fees incurred will be charged against the department's budget.

External Entries

- The school accepts external entries from former candidates only.
- The school does not act as an examination centre for other organisations.

Resits

- GCSE retakes are allowed and are paid for by the school, on the first resit attempt only, where the candidate has scored lower than the minimum requirement (e.g. less than a 4 in English or Maths), these requests will need authorisation from curriculum leaders. If a

student has met the minimum requirement, but they wish to improve their grade, they must pay the entry fee themselves.

- AS re-sits are allowed, with approval of the Leadership Team and/or Curriculum Leaders; however, students must pay for these themselves.
- A Level re-sits are allowed, with approval of the Leadership Team and/or Curriculum Leaders; however, students must pay for these themselves.
- Re-sit decisions will be made in consultation with candidates, subject teachers, Exams Manager, and the Leadership Team. Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

7. Access Arrangements

- Access arrangements are agreed before an assessment. They allow candidates with a specific need, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Access arrangements

- The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENDCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.
- A candidate's access arrangements requirement is determined by the SENDCO and Educational Psychologist/Specialist teacher.
- Making access arrangements for candidates to take exams is the responsibility of both the SENDCO and Exams Manager
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exam's office.
- Rooming for access arrangement candidates will be arranged by the Examinations Manager with the SENDCO where required,
- Alternative rooming arrangements for Candidates with documented need will be established within the centre and must reflect the student's normal way of working.
- Invigilation and support for access arrangement candidates will be organised by the SENDCO with the Exams Manager#
- Where a student has been assessed for help with a vision impairment help may be given if requested, to retrieve information found in diagrams, graphs, maps and tables so that

he/she has access to the same visual information as a sighted candidate. The candidate must make clear what help he/she requires.

- Where the candidate and reader are accommodated in another room, on a one-to-one basis, the reader cannot additionally act as the invigilator where he/she is the candidate's subject teacher, Learning Support Assistant or teaching assistant.
- The SENCo must complete Form 9 confirming the candidate's medical condition and the need to access their mobile phone during an examination. Formal evidence must be available to confirm the candidate's medical condition.
- Access arrangements online will approve applications where a candidate with a medical condition will be subject to 1:1 invigilation when in possession of their mobile phone to ensure the integrity of the examination.

Overseas students

- Managing overseas students is the responsibility of the Assistant Headteacher (EAL) and SENDCO
- When a Student has been assessed by EAL /Senco because they have only resided in the Country for less than three years prior to the exam and English is not their first language, they will be assessed for bilingual dictionary and 25% extra time (subject excluded Geography, English, History, R.E (component 3 only))
- In subjects where a bilingual dictionary is not permitted, 25% extra time will be available. An approved online application for a bilingual dictionary with 25% extra time will allow the SENCo to grant 25% extra time to the candidate in those examinations where a bilingual dictionary is not permitted.

Contingency planning

- Contingency planning for exams administration is the responsibility of the Exams office and Leadership Team.

Private candidates

- Managing private candidates is the responsibility of the Examinations Manager

8. Estimated Grades

- Curriculum Leaders are responsible for submitting estimated grades to the Exams Officer when requested by the Examinations Manager (where applicable) and informing of any updates/changes to the grades
- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals as far as possible.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- KATs were designed before assessment materials were released by examination boards and so are likely to draw on a combination of materials released specifically for this purpose and other examination board devised materials.

- KATs are designed to reflect the same specification, format and assessment objectives as awarding organisation materials, and have been marked in a way that uses or reflects awarding organisation mark schemes.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed, in every subject where this is normally used.
- In order to augment evidence from KATs & NEAs, subjects may choose to include some of the following further sources of evidence, as is appropriate: Student work produced in other centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes. Substantial class or homework (including work that took place during remote learning). Internal tests taken by pupils. Mock exams taken over the course of study. Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE
- Students were given guidance as to how KATs would be structured and what aspects of the course they would assess.
- Heads of Department prepared suitable KAT materials using existing materials from examination boards

9. Managing Invigilators

Invigilator Recruitment

- External staff or existing support staff will be required to invigilate examinations
- These invigilators will be used for specified Internal exams and all External exams
- Recruitment of invigilators is the responsibility of the Exams office and Lead Invigilator
- Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administrator
- DBS fees for securing such clearance are paid by the centre
- Invigilators are timetabled and briefed by the Exams Manager
- Invigilators' rates of pay are set by the centre administration

Malpractice

- The Exams Manager is responsible for investigating suspected malpractice and report the finding to the Head of Centre

Examination Days

- The Exams Manager will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator/s
- Site services are responsible for setting up the allocated rooms and providing barriers to keep other students away from the area to reduce noise volume between periods and at break / lunch
- Kitchen staff will be informed of any late breaks / early lunches
- The lead invigilator will start all exams in accordance with JCQ guidelines after all subject staff and senior leadership have left the exam hall

Examination Papers

- Subject staff may be present before the start of the exam to assist with identification of candidates; they must then leave the examination room before the candidates start the examination
- In practical exams subject teachers may be on hand in case of any technical difficulties
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Spare papers will be distributed to Curriculum Leaders the day after the examination
- A relevant subject teacher may be available to read out any subject-specific instructions but must leave the exam hall before the start of the exam

10. Candidates

Examinations Day

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage
- Disruptive candidates are dealt with in accordance with JCQ guidelines. These can be found at: http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinations/
- Candidates are expected to stay for the duration of the full exam
- However, for exams with small numbers, candidates may leave after an hour of the published start time at the discretion of the Invigilator

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

- The Exams Manager is responsible for handling late or absent candidates on exam day or subsequently

Clash Candidates

- The Exams Manager will be responsible as necessary for supervising clash students, identifying a secure venue and arranging overnight stays

Special Consideration

- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Manager, 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 Manager will then forward a completed special consideration form to the relevant awarding body within seven days of the exam

11. Assessments and Appeals

Internal Assessments

- It is the duty of Curriculum Leaders to ensure that all internal assessments are ready for despatch at the correct time. The Exams Manager will assist by keeping a record of each despatch, including the recipient details and the date and time sent
- Centre mark forms for all internally assessed work and estimated grades are provided to the exams office by the Curriculum Leaders. Copies of such forms are to be kept by the Curriculum Leaders and the Exam Office

Controlled Assessments

- Controlled assessments are the responsibility of Curriculum Leader
- The Curriculum Leader will ensure all supporting materials are accurate and all controlled assessments are run in line with the relevant awarding body's regulations
- The Assistant Head responsible for exams as well as the Examinations Manager should be informed of the running of all controlled assessments at least two weeks prior to their commencement; this information should be published in the staff bulletin and weekly newsletter
- Curriculum Leaders will ensure that the Examinations Manager and the SENDCO are informed of all students requiring special consideration or access arrangements for their controlled assessments at least two weeks prior to their commencement
- Curriculum Leaders will complete and pass relevant mark sheets and samples to the Examinations Manager
- The Examinations Office will dispatch mark sheets, controlled assessment samples and keep a record of what has been sent when and to whom

12. Results

Results Day

- Candidates will receive individual result slips on results days either in person at the centre or by post to their home addresses, (students are to provide a stamped addressed envelope if this is required)
- Arrangements for the centre to be open on results days are made by the Head of Centre.
- The provision of staff on results days is the responsibility of the SLT

Enquiry about results (EAR)

- 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 request is queried, all fees relating to EARs will be charged to the candidate and payment to the centre is to be in advance of the EAR being processed. Except at the discretion of the Exams Manager, SLT or Curriculum Leader, with agreement from the holder of the budget from which the fees are to be paid.
- Students should seek the advice of subject staff before requesting an EAR
- The consent of the student must always be obtained before applying for an EAR. The Exams Manager will confirm that the EAR consent has been obtained and process the request accordingly.
- When a candidate arrives directly to the Exams office to request an Enquiry about a Result the exams office will take full responsibility for ensuring that the student is kept up to date

with their enquiry. However, when it is a multiple departmental request; the department itself are responsible for the distribution, (if necessary) of the EAR information

Access to Scripts (ATS)

- After the release of results, candidates may ask subject teachers to request a return of their paper within the set deadline (refer to the exams manager)
- Centre staff may also request scripts for investigation or for teaching purposes. However, the consent of candidates must be obtained
- Re-marks cannot be applied for once an original script has been returned

13. Certificates

Collection

- Certificates are to be collected in person and must be signed for
- Certificates may be collected on behalf of a student by a third party, provided they have written authority to do so and photographic identification of the student they are collecting on behalf of

Outstanding fees

- Certificates are withheld from candidates who owe fees

Certificate Archiving

- The school retains certificates for six years. (Most recent three years in the exams room and three additional years in the archiving room)

Ordering Replacement Certificates

- For replacement Certificated Statements of Results students should apply directly to the Awarding Body, where possible the Exams Office will advise which Awarding Body a student should approach

Requesting Certificates

- Candidates can contact the centre directly via 02476332382 or by email DataTeamDepartment@hccmac.co.uk to arrange a suitable time to collect certificates.
- Certificates are held at Cardinal Newman school for 6 Years after which they are Returned to the board
- Whereby Certificates are no longer available, Students may request a statement of Results through

14. Evacuation Procedure

Cardinal Newman Catholic School

Emergency evacuation procedure for examinations

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

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

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies

Procedure for the emergency evacuation of the exam room

Sports Hall - Evacuated to Fire Assembly Point (tennis court)

Bosco - Evacuated to Bosco Area

Pope Francis Hall - Media Suite Car Park

- MHK to attend to the Sports Hall to ensure invigilators and students are evacuated and complying with exam regulations.
 - MHK to inform Senior Fire Marshall/ Head of Centre of absent students.
 - LTN to attend to PFH and Bosco to ensure invigilators and students are evacuated and complying with exam regulations.
 - LTN to inform Senior Fire Marshall/ Head of Centre of absent students.
 - All invigilators will be trained on the new procedure.
 - Evacuation procedure to be printed and a copy kept in every exam venue.
 - Students will be informed of the evacuation procedure at the start of every exam.
-

15. Exams Disability Policy

Introduction

This policy aims to ensure that every student who has additional needs will be supported through every examination series, this ensures that there is equality of opportunity.

Overview

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.

Procedures

- All exam rooms are accessible, chairs are available when queuing outside when required
- There is an appropriate toilet near or in all of these 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 internal risk assessments carried out
- If any candidate needs to take regular medication, invigilators will make this possible through supervised rest breaks
- The Exams 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
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants
- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator
- The SENDCO will make the Exams Officer aware of any issues concerning individuals in the main exam rooms
- The SENDCO/Exams Officer will take the lead in making access applications based on their close knowledge of the needs of students under their care. They will produce a list

of the students involved together with their concessions and this list will be available in all exam rooms in the files

- Any complaints made by candidates with disabilities should be directed in the first instance to the Data, Exams & Timetabling Manager who will initiate an enquiry

16. Equality Act

Cardinal Newman Catholic School is accessible to any disabled candidate:

- There is a level main entry and ramps throughout the school
- All examination rooms are on the ground level
- There are toilets suitable for disabled people
- The Emergency evacuation route has a level/ramped exit
- Examinations Officer and invigilators are responsible for providing chairs for queuing disabled candidates
- Examinations Officer is responsible for a suitable seating arrangement for disabled candidates
- Caretakers are responsible for providing a suitable tables & chairs for disabled candidates
- Examinations Officer, SENDCO and Heads of Faculty/ Department will provide evidence to support an application for access arrangements and ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability. They include:
 - Modified test papers (enlarged print, Braille, transcripts for hearing impaired candidates, etc)
 - Up to 25% extra time
 - A reader &/or scribe
 - Supervised rest breaks
 - Different coloured scripts
 - Use of bilingual dictionary
 - A prompter
 - Use of a computer or other technology
 - Use of an individual room

Any invigilator who would have to supervise a disabled candidate would be made aware of sensitive issues of learning support needs of the candidate, issues of language and communication with him/her.

Review

The reviewing of this policy will take place at the start of each academic year. The Schools reaction response to any policy will be evaluated and any amendments to this policy made as appropriate.

References

ICE (Instructions for Conducting Examinations) Policy – JCQ

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Access Arrangements and Reasonable Adjustments Policy – JCQ

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

Instructions for conducting non-examination assessments (reformed GCE & GCSE specifications)

https://www.jcq.org.uk/wp-content/uploads/2023/08/Instructions_NEA_23-24_FINAL.pdf

Cardinal Newman Catholic School - Examinations & NEA Policy

<http://www.cncs.school/policies>

AI Use in Assessments: Protecting the Integrity of Qualifications:

<http://www.jcq.org.uk/exams-office/malpractice>

Special Consideration Guidance

https://www.jcq.org.uk/wp-content/uploads/2023/05/Guide_to_spec_con_process_May23_FINAL.pdf

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