



# ACET EXAM POLICY

PHASE	SECONDARY <a href="#">Aston Academy</a>
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**This is the Exam Policy for Aston Community Education Trust  
Secondary Academies**

**Aston Academy  
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## **Mission Statement**

**At Aston Academy we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.**

**We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.**

**Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.**

**With your commitment we will make a difference.**

### **The purpose of this exam policy is:**

- **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.**
- **to ensure that all candidates are clear about and understand their role and responsibilities throughout the examination period.**

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

**This exam policy will be reviewed annually.**

**This exam policy will be reviewed by the head of centre, Principals, Heads of Faculty, the exams officer and the Governors and Trustees.**

## 1. Exam responsibilities

### Head of Centre

Overall responsibility for the academy as an exam centre:

- advises on appeals and re-marks
- the head of centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

### Exams Officer

Manages the administration of external and internal exams and analysis of exam results:

- advises the senior leadership team, subject and class teachers and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- 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 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 *Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- manages the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years.
- submits candidates' coursework and controlled assessment (CA) 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.

### Principal

- Organisation of teaching and learning.
- External validation of courses followed at key stage 4 / post-16.

## Heads of Faculty

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework/CA mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

## Careers Advisor

- Guidance and careers information.

## Teachers

- Submission of candidate names to heads of department / faculty.

## SENCO or other relevantly trained member of the SLT

- Administration of access arrangements.
- Identification and testing of candidates' requirements for access arrangements.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

## Invigilators

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

## Candidates

- Confirmation and signing of entries.
- Understanding coursework/CA regulations and signing a declaration that authenticates the coursework/CA as their own.

## **2. The statutory tests and qualifications offered**

The statutory tests and qualifications offered at this centre are decided by the head of centre, Principals and the heads of Faculty.

The statutory tests and qualifications offered are GCSE, A levels, BTECS, Cambridge Nationals, Cambridge Technical.

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 syllabus from the previous year, the exams office must be informed by 1 July.

### **In Upper School**

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

### **At post-16**

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

## **3. Exam seasons and timetables**

### **3.1 Exam seasons**

Internal exams are scheduled in for all year groups throughout the academic year.

External exams are scheduled in May and June.

All internal exams are held under external exam conditions.

Which exam series are used in the centre is decided by the head of centre, Associate Principals, and the Heads of Faculty.

### **3.2 Timetables**

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

## **4. Entries, entry details, late entries and re-sits**

### **4.1 Entries**

Candidates are selected for their exam entries by the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal.

The centre does accept entries from external candidates.

## 4.2 Late entries

Entry deadlines are circulated to heads of faculty via email and noticeboard.

Late entries are authorised by heads of faculty and Associate Principals.

## 4.3 Re-sits

Candidates are allowed 1 re-sit per subject in GCSE.

Candidates are allowed 2 re-sits per subject in A Level (where applicable)

Re-sit decisions will be made in consultation with the candidates, subject teachers, exams officer and Heads of Faculty.

(See also section 5: Exam fees)

## 5. Exam fees

GCSE initial registration and entry exam fees are paid by the centre.

initial registration and entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the faculty.

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

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework/CA requirements.

This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.

Re-sit fees for first re-sit are paid by the centre and any subsequent re-sits are paid by the candidates.

(See also section 4.3: Re-sits)

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.

(See also section 11.2: Enquiries about results [EARs])

## 6. The Single Equality Policy Act, special needs and access arrangements

### 6.1 Single Equality Policy

Our equality scheme is inclusive of our whole school community – students, staff, parents/carers and visitors - who have been involved in and contributed to its development.

The purpose of this scheme is to set out how our practice and policies can address discrimination, promote inclusive practice and ensure that those in our community requiring extra support receive it.

## **Equality Act 2010**

The academy welcomes its duties under the Equality Act 2010, which include:

- to eliminate discrimination
- to advance equality of opportunity
- to foster good relations

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

### **6.2 Special needs**

A candidate's special needs requirements are determined by the SENCO and the educational psychologist / specialist teacher.

The SENCO 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 SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

### **6.3 Access arrangements**

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer.

Rooming for access arrangement candidates will be arranged by the SENCO with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the exams officer.

## **7. Estimated grades**

Estimated grades

The heads of faculty will submit estimated grades to the exams officer when requested.

## **8. Managing invigilators and exam days**

### **8.1 Managing invigilators**

External invigilators will be used for exam supervision.  
They will be used for all exams.

The recruitment of invigilators is the responsibility of the exams officer.

Securing the necessary Disclosure & Barring (D&B) clearance for new invigilators is the responsibility of the centre administration.

D&B fees for securing such clearance are paid by the centre.



Invigilators are timetabled and briefed by the exams officer.

Invigilators' rates of pay are set by the Support Services Manager.

All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.

Existing invigilators will be observed conducting an assessment at least once a year.

Refresher training for all staff.

## 8.2 Exam days

Two invigilators for off-site sessions.

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 invigilators.

Under the management of the exams officer, Premises Manager is responsible for setting up the allocated rooms.

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

Subject staff nominated will be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

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. Papers will be distributed to heads of faculty at the end of the exam session. Where subject teachers have read exam papers, they must remain in the venue until the end of the exam session.

## 9. Candidates, clash candidates and special consideration

### 9.1 Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all 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.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

Support staff under the guidance of the exams officer will attempt to contact any candidate who is not present at the start of an exam. The exams officer will deal with them in accordance with JCQ guidelines.

## 9.2 Clash candidates

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays (where necessary).

## 9.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example 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.

## 10. Coursework/CA and appeals against internal assessments

### 10.1 Coursework/CA

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Heads of faculty will ensure all coursework/CA is ready for despatch at the correct time and the exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the exams office by the subject teachers and heads of faculty.

### 10.2 Appeals against internal assessments

- appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their coursework/CA has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing by 30 June to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- the head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.
- If tests are automated, a free re-test may be offered or the test re-scheduled if it is found that any error is apparent.

## 11. GCSE Controlled Assessment

### Outlining staff responsibilities - 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.
- Establish roles and responsibilities relating to controlled assessment and provide appropriate support and training.
- Co-ordinate with heads of faculty to schedule controlled assessments.
- Students will be informed of internal marks prior to submission to exam board.
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of controlled assessments.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Facilitate the sharing of good practice through the faculty leaders meetings.
- Ensure that all staff involved have a calendar of events
- Investigate should any appeals be made against the process/markings of controlled assessments (see section 10)

#### Heads of department/faculty

- Liaise with SLT and Exams Office RE: the conduct of controlled assessment.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

#### Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- 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 the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

#### **Exams office staff**

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

#### **Special educational needs coordinator/additional learning support**

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

## **Controlled Assessment using ICT Facilities – Responsibilities**

### **The ICT Network Manager**

- Will ensure that timed secure accounts are available for controlled assessment sessions.

### **The Subject Leader**

- Will liaise with LT and Exams Officer re timings of sessions.
- Liaise with ICT Manager to set up secure accounts.

### **The Classroom Teacher**

- Will ensure that students comply with the awarding body's specification for the conduct of controlled assessments.

### **Security of Controlled Candidates Coursework**

- Heads of faculty should retain controlled condition coursework in a locked filing cabinet or cupboard until submission to the relevant awarding body.

### **Access Arrangements**

- Exams Officer will liaise with Subject Leaders to notify of students who are entitled to Access Arrangements.
- Teachers should be aware that students who have extra time in exams are also allowed this in controlled assessments.
- All Controlled assessments done using ICT facilities need to be undertaken using secure accounts.
- The teacher supervising a controlled assessment session can act as reader, but must be aware of the regulations beforehand.

### **When a Student is absent**

- The Subject Leader should co-ordinate the organisation of additional sessions to allow students to complete controlled assessments they have missed through absence.

## **Section 12 – Non examination assessment (NEA)**

Non examination assessments (NEAs) are assessments that are not ‘externally set and taken by candidates at the same time under controlled conditions’. To measure subject specific knowledge and skills that cannot be tested by time written papers.

### **Senior Leadership Team**

Accountable for the safe a secure conduct of NEA. Ensure compliance with the Common Practical Assessment Criteria (CPAC) and awarding bodies’ subject-specific instructions.

Establish roles and responsibilities relating to NEA regarding; task setting, taking and marking and provide appropriate training and support where needed.

Investigate should any appeals be made against the process/marking of NEA.

### **Heads of department/faculty**

Ensure individual teachers understand their responsibilities with regard to NEA.

Ensure individual teachers understand the requirements of the CPAC and the subject-specific instructions.

Standardize internally the marking of all teachers involved in assessing the practical element of the course.

### **Teaching staff**

Understand and comply with the CPA and the subject-specific instructions.

Obtain confidential materials/tasks set by the awarding bodies in sufficient time to prepare for the assessment.

Ensure materials are stored securely. Retaining all students’ work/results between assessments and until the enquiries about results deadline has past.

Supervise assessments.

Ensure students entitled to examination access arrangements are granted them (if applicable for the subject).

Ensure students sign a declaration to confirm that the work they submit is their own unaided work.

Teacher to sign a declaration to confirm the authenticity of the completed work, including confirmation that;

The work is solely that of the candidate

The work was completed under the required conditions

Signed candidate declarations are kept on file

## RISK MANAGEMENT – GCSE Controlled Assessment

	Possible remedial action		Staff ( <i>use 'RACI' to determine who should be listed</i> )
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with academy calendar – negotiate with other parties	Principal
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	Principal
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	HOF
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HOF

	Possible remedial action		Staff ( <i>use 'RACI' to determine who should be listed</i> )
	Forward planning	Action	
<b>Downloading awarding body set tasks</b>			
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 date of assessment	HOF
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	HOF
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HOF
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Teacher
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes  N.B. retakes of controlled assessment are limited	J Bentley (EO)



	Possible remedial action		Staff ( <i>use 'RACI' to determine who should be listed</i> )
	Forward planning	Action	
<b>Control levels for task taking</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HOF
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		HOF
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HOF

\* Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff ( <i>use 'RACI' to determine who should be listed</i> )
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HOF
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HOF
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	<i>HOF</i>
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HOF
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HOF

\*\* All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff ( <i>use 'RACI' to determine who should be listed</i> )
	Forward planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HOF
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HOF / Associate Principal
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject Teacher
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HOF

Example risks and issues	Possible remedial action		Staff ( <i>use 'RACI' to determine who should be listed</i> )
	Forward planning	Action	
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HOF
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Associate Principal

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

### **12.1 Results**

Candidates will receive individual results slips on results days in person at the centre / by post to their home addresses (candidates to provide sae).

Should they be unable to attend they may make a written request asking that another person collects results on their behalf. The person collecting should provide photo identification on the day and will be asked to sign for the results. This should also be dated.

Arrangements for the academy to be open on results days are made by the exams officer.

The provision of staff on results days is the responsibility of the exams officer.

### **12.2 EARs**

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.  
(See section 5: Exam fees)

### **12.3 ATS**

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

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

GCSE re-marks cannot be applied for once a script has been returned.

## **13. Certificates**

Certificates are presented in person and collected, checked and signed for. This should also be dated.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. The candidate should provide a letter in advance of the day stating the name of the person collecting certificates on their behalf. That person should bring some form of photo identification on the date of collection.

The centre retains certificates for three years.

#### **14. Addendum – Examination Contingency Plan**

The purpose of this plan is to ensure that there is a consistent and effective response in the event of a major disruption to the examination system.

The aim is that, in the interest of all candidates, the academy will endeavour to continue to administer assessments and deliver results in line with published timetables as well as complying with regulatory requirements in relation to assessment, marking and standards.

The contingency plan would be triggered in the event of a major disruption to the examination system, affecting a significant number of candidates.

In the event of one or more of the following scenarios occurring, the academy will make every effort to ensure that the key students continue to access learning, that examinations will be sat as expected and that students receive their grades/results as appropriate:

- Disruption to teaching due to a prolonged closure of the school e.g. due to flooding.
- Widespread illness which has impacted on a significant number of candidates.
- Severe weather which significantly effects attendance at the academy.
- If transport disruption / issues have delayed the delivery of examination papers to centres in advance of the exam date and time.
- Should the academy be unable to open for instances such as wide scale fire or if a fire has destroyed scripts before they are distributed. This may also effect the distribution of examination results.

If one of the above should occur the academy will:

- make every effort to contact all stakeholders affected; candidates, teachers, academy staff, parents/carers, awarding organisation staff, courier staff and scanning centre staff.
- make every effort to ensure that the teaching and learning of examination classes remains a high priority. If necessary, we will seek to use alternative venues, including other academies in the trust, for instances which have led to the academy being fully or partially closed.

- **find alternative venues, such as other academies in the trust, to allow students to continue to sit external, planned examinations. If candidates are ill, the academy will offer to either allow the candidate to sit the exam in an alternative venue or, if possible, provision will be made for the examination to be taken at home; within exam board guidelines. Should students be too ill to attend, and the examination rubric permits, special consideration for the candidate(s) will be sought.**
- **seek to access electronic copies of examination papers via a secure external network if hard copies of exam papers have not been delivered. These electronic copies will be stored in accordance with the normal secure conditions.**
- **contact the relevant examination boards to ensure that candidates marks are not affected if their scripts have been damaged prior to or during the distribution process. The academy will also work closely with relevant boards should there be a system failure which prevents grades being distributed in the correct time frame. The academy will keep all parties informed as to when they should expect grades to be distributed.**

**In addition to this, if it is not possible for examination papers to be collected due to issues with transport/couriers, the academy will inform all relevant awarding bodies about the issue and make every effort to organise alternative arrangements in consultation with awarding bodies. The papers will be stored securely until such a time that they can be collected, again in line with JCQ guidelines.**