



GUILDFORD HIGH SCHOOL

5-6 EXAMINATIONS POLICY

The purpose of this policy is:

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

All involved in the centre's examination processes should be familiar with the contents of this policy.

EXAMINATION RESPONSIBILITIES

HEAD OF CENTRE

- Overall responsibility for the school as a centre for examinations.
- Responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document suspected malpractice in examinations and assessments.

EXAMINATIONS OFFICER

- Oversee management of all external examinations.
- Manage and direct Assistant Examinations Officers.
- Produce a timetable for public examinations, detailing rooming, invigilation and clash requirements, as well as access arrangements.
- Identify and manage examination timetable clashes.
- Liaise with Director of Studies to ensure rooming and invigilation requirements are fulfilled.
- Oversee invigilation of examinations, ensuring that invigilators are fully aware of their responsibilities.
- Apply for Special Consideration where relevant.

- Account for income and expenditures relating to all exam costs/charges.
- Perform any other examination-related responsibilities as directed by the Head of Centre.

EXAMINATIONS OFFICER/ASSISTANT EXAMINATIONS OFFICERS

- Collect final entry information from Heads of Department, collate and oversee submission of entry information by administrative staff.
- Ensure that candidates and parents/carers understand the examination arrangements.
- Receive, check and securely store examination materials.
- Prepare examination rooms, in conjunction with caretaking team.
- During the examination period, manage and oversee conduct of examinations, including but not limited to the following: registration of examination candidates; starting off examinations; secure storage and dispatch of scripts; ensure smooth running of examinations taking place in locations other than the Main Hall; coordinate supervision of clash candidates; provide invigilation cover as necessary.
- Attend examination results days, assisting both pupils and staff in interpreting results.
- Arrange for dissemination of examination results and certificates to candidates.
- Facilitate post-results services.

ASSISTANT EXAMINATIONS OFFICERS

- Liaise with Heads of Department regarding non-examination assessments.
- Provide any assistance to the Examinations Officer as required, including performing any of the duties outlined above.
- Collect all data and collate paperwork relating to access arrangements, ensuring all such paperwork is kept up to date.
- Process any applications for access arrangements, as advised by the Learning Support Coordinator.
- Act in place of the Examinations Officer in case of absence.
- Keep examinations policies up to date.

SENIOR MANAGEMENT AND SENIOR LEADERSHIP TEAM

- Pupil tracking, including analysis of public examination results
- Oversee curriculum decisions in conjunction with Heads of Department.

HEADS OF DEPARTMENT

- Decide on which examination board is to be used for their subject
- Guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries
- Involvement in post-results procedures
- Accurate completion of Non-Examination Assessment (NEA) paperwork, and ensuring NEA is completed on time and in accordance with JCQ guidelines
- Accurate completion of entry and all other mark sheets and adherence to deadline as set by the Examination Officer
- Posting of NEA to moderators

CAREER ADVISOR

- Guidance regarding subject choices, university choices and careers.

LEARNING SUPPORT COORDINATOR

- Liaising with Assistant Examination Officer regarding access arrangements
- Identification and testing of candidates requirements for access arrangements
- Provision of additional support to candidates with special educational needs

INVIGILATORS

- Collection of papers and other materials for Examination Officer before the start of the examination
- Collection of all papers in the correct order at the end of the examination and their return to the Examination Officer or to the front desk as appropriate
- Completing seating plans, registers and invigilation lists
- Ensuring the JCQ regulations are followed during examinations.

CANDIDATES

- Confirming and signing entries
- Understanding NEA regulations and signing a declaration that authenticates NEA as their own
- Confirming that access arrangements have been applied for where appropriate
- Confirming that the arrangements regarding any timetable changes clashes are understood

ADMINISTRATIVE STAFF

- Input of examination entry data
- Downloading and presenting of results documentation
- Oversee collection of completed examination papers

QUALIFICATIONS OFFERED

The qualifications offered at this centre are decided by the Head of the Centre, Senior Management Team and Heads of Department. The qualifications currently offered at GCSE, AS Level and A Levels.

The subjects offered for these qualifications may be found in the centres published prospectus. If there is a change of syllabus, the Examination Officer must be informed as soon as possible.

- Year 11
 - All pupils are entitled and enabled to be entered for GCSE and IGCSE qualifications
- Sixth Form
 - Up until the academic year of 2018-19, it is expected that AS Levels will be completed during the Lower Sixth in all subjects.
 - From 2019-20 onwards, only science and modern foreign language will offer AS Level examinations at the end of L6.
 - It is expected that A Level examinations will be completed at the end of the Upper Sixth. For new A Level specifications, the A Level assessment is terminal and 100% occurs at the end of U6.
 - From 2019-20 onwards, some subjects will also offer the opportunity to take an AS Level course over two years, with final examinations to be taken at the end of U6.

- Other
 - Examination entries in other year groups may be made at the discretion of the relevant Head of Department, the Senior Management Team, Heads of Year and the Examination Officer.

EXAMINATION SEASON AND TIMETABLES

External examinations are scheduled May and June.

The Examinations Officer will circulate the timetables for external examinations once these have been confirmed.

ENTRIES, LATE ENTRIES AND RETAKES

- Entries
 - Heads of Department provide entry lists for qualifications in their subject.
 - A candidate or parent/carer can request a subject entry, change level or withdrawal.
 - The centre does not accept entries from external candidates, except in special circumstances as agreed by the Examination Officer.
- Late Entries
 - Heads of Department are made aware of entry deadlines by the Examination Officer. There should not be any late entries but, if necessary, late entries are authorised by the Examination Officer.
- Retakes
 - Candidates are not allowed retakes in GCSE examinations, apart from in exceptional circumstances.
 - Candidates are allowed retakes at A Level the summer after their original examination series; the Examination Officer will oversee and advise the total number.
 - Retake decisions will be made in consultation with the candidates, parents/ carers, Senior Management Team, Examination Officer and Head of Department.

EXAMINATION FEES

All examination entry fees are paid by the candidate, including any retakes.

Late entry or amendment fees are paid by the candidate, unless due to error on part of staff of GHS.

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

Candidates must pay the fees for any Enquiries About Results (EARs) that do not result in a change in grade.

ACCESS ARRANGEMENTS AND DISABLED CANDIDATES

For full details on the school's Equal Opportunities policy, please refer to Appendix 2. Procedure specifically affecting the conduct of external examinations are outlined below.

6.1 PROCEDURE FOR ENSURING ACCESS ARRANGEMENTS ARE ADMINISTERED CORRECTLY

POLICY

Guildford High School is committed to ensuring that all students have the best possible chance of succeeding in their public examinations, in compliance with the UK Equality Act 2010. As a result, where candidates are suffering from a physical or mental impairment, the Examinations Officer will apply for access arrangements in order to ensure that no pupil is disadvantaged when taking an external examination.

When taking the decision to apply for access arrangements, the Examinations Officer (working closely with the Learning Support Co-ordinator) will follow the guidelines as set out in the Access arrangements and reasonable adjustments document issued each year by JCQ, which can be found on the JCQ website.

This document lays out the steps to be taken in order to ensure that access arrangements are administered correctly.

GENERAL PROCEDURES

The Senior Teacher (pupil progress) and Learning Support Co-ordinator will inform the Examinations Officer and subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course of their studies, including in assessments/examinations.

A candidate's access arrangements requirement is determined by the Learning Support Co-ordinator, working with the Senior Teacher (pupil progress), and must reflect the support normally given to the

candidate in the centre (normal way of working) e.g. where 25% extra time has been awarded, the candidate should normally receive this in internal tests and exams.

Where possible, access arrangements should always be processed at the start of the course. It is the responsibility of the Senior Teacher (pupil progress) and Learning Support Co-ordinator, in conjunction with the Assistant Examinations Officer, to ensure that there is sufficient evidence that access arrangements are required, and that this evidence is kept on file e.g. EP reports or doctor's notes.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Assistant Examinations Officer.

Rooming for access arrangement candidates will be arranged by the Examinations Officer. Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Examinations Officer. This includes IT support where candidates require the use of a laptop.

PROCESSING APPLICATIONS FOR ACCESS ARRANGEMENTS

The Assistant Examinations Officer will use Access arrangements online to apply for access arrangements. This allows the school to make a single on-line application for a candidate requiring access arrangements using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement. Where access arrangements are required for temporary conditions, such as a broken arm, Access arrangements online must also be used.

Applications processed and approved on-line can be recorded as a CSV file, allowing an instant list of candidates who have access arrangements to be produced. This information will enable the Examinations Officer, prior to the start of each exam series, to plan ahead and identify: the number of additional rooms required within the centre to accommodate candidates with access arrangements; invigilation resources; and the number of computer readers, readers and scribes which will be needed.

A complete list of which access arrangements do/do not require an application to be submitted through Access arrangements online can be found in the Access arrangements and reasonable adjustments document. Note that it is essential to apply for extra time online, but there is no requirement to apply online for use of a word processor, provided that this reflects the candidate's normal way of working.

Before applying for access arrangements, the relevant candidate must sign a consent form regarding protection of their data.

Detailed instructions for how to use Access arrangements online can be found in the Access arrangements and reasonable adjustments document.

It should be noted that, in a minority of cases, the application for access arrangements will not be approved. If this is the case, then the Senior Teacher (pupil progress) and Learning Support Co-ordinator must consider whether this is because the candidate does not meet the published criteria for one of the arrangements requested and does not have a substantial and long-term impairment for the

required arrangement. If this is the case, then the Examinations Officer can apply for a lower level of support. By contrast, if a candidate has very substantial needs which are not accommodated by the online system, it may be because they relate to reasonable adjustments which are not listed or to arrangements which may require further exploration in relation to the competence being tested in the specification(s). The Examinations Officer will discuss these cases with the relevant awarding body. Additional paperwork may be required to justify the request being made.

6.2 DISABLED CANDIDATE POLICY

POLICY

The Examinations Officer must ensure that Guildford High School meets the requirements of the UK Equality Act 2010 with regards to the conduct of examinations. The Act introduced measures aimed at eliminating the discrimination often faced by disabled people, and giving protection to disabled people in the areas of employment and education. Further details are available in the school's Equal Opportunity policy document (see Appendix 2).

GHS will meet the requirements of the Act during examinations by implementing the following procedures:

- Ensure that invigilators are made aware of the Equality Act 2010 and are trained in relevant disability issues.
- As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
- Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.
- Ensure that information supplied to candidates with a disability, such as JCQ Information for candidates, are suitably sized and adapted.
- Make sure that there is seating available outside the examination rooms to enable those with a disability or those candidates who may simply be experiencing extreme stress or anxiety, to sit and rest before they enter the examination.
- Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
- If you know that a candidate may become unwell during the examination due to the nature of their disability, ensure that they are seated close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
- Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.

- Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination.
- Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.
- Invigilators and all other centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
- When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.
- Ensuring that the exam room (normally the Senior School Hall, but alternative sites are also used) is accessible; and acting on feedback in order to improve the examinations experience for disabled candidates.

MANAGING INVIGILATORS AND EXAMINATION DAYS

MANAGING INVIGILATORS

Experienced external invigilators will be used where possible for large-scale examinations.

The Examinations Officer will advise the Director of Studies of the invigilation requirements.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administrative staff. DBS fees for securing such clearance are paid by the centre. Invigilators' rates of pay are set by the centre administrative staff.

Invigilators are briefed by the Examinations Officer or Assistant Examinations Officer.

EXAMINATION DAYS

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

The Examinations Officer will liaise with the caretaking team to ensure that the allocated rooms are set up appropriately.

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

Subject staff may be present before the examination to assist invigilators but must not be present in the examination room once the examination has begun.

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

Members of staff must not enter the examination room during an examination unless authorised to do so by the Examinations Officer.

Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Heads of Department when appropriate.

CANDIDATES, CLASH CANDIDATES AND SPECIAL CONSIDERATION

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 examination room for a genuine purpose, in which case a member of staff must accompany them.

The Examinations Officer will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

PROCEDURE FOR IDENTIFYING EXAMINATION CANDIDATES

In order to maintain the integrity of external examinations, invigilators must establish the identity of all candidates sitting examinations. The Examinations Officer must make sure that appropriate arrangements are in place so that all invigilators can carry out adequate checks on the identity of all candidates. The following points lay out the procedure for identifying examination candidates.

In the vast majority of cases, candidates are current pupils at Guildford High School and can be visually identified by invigilators/the Examinations Officer/Assistant Examinations Officer.

The attendance register should be completed while candidates are being identified.

A private, external or transferred candidate who is not known to the school must show documentary evidence to prove that he/she is the same person who entered/registered for the examination/assessment, e.g. passport or photographic driving licence.

In cases where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a female member of staff and taken to a private room where they should be politely asked to remove the veil for identification purposes. Once identification has been established, the candidate should replace the veil and proceed as normal to sit the examination.

Heads of Department, or other senior members of staff, may be present at the start of the examination to assist with the identification of candidates.

CLASH CANDIDATES

The Examinations Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight supervision. Clash candidates will be informed of their clash and have arrangements explained to them in good time before the date of the clash.

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 examination invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the examination, for example a letter from the candidate's doctor. The Examinations Officer will contact the awarding bodies to apply for Special Consideration as appropriate.

EXAMINATIONS CONTINGENCY PLAN

Guildford High School is committed to ensuring that all students have the best possible chance of succeeding in their public examinations, regardless of external circumstances. With several hundred candidates sitting thousands of examinations each year, it is possible that, in exceptional circumstances, there may be some disruption to the detailed plans made for timetabling the examinations. In general, where an emergency takes place, the Headmistress will follow the school's Disasters and Emergencies policy. The following policy explains what actions will take place in the event of serious disruption to the administration of examinations and to the examination timetable, and who is responsible for enacting the contingency plans.

Examinations contingency part 1: absence of key staff or other emergency impacting administration of examinations at any point during the school year

- **Examinations Officer has extended absence during the examination cycle**

- This could affect the following tasks crucial to management and administration of examinations.
- Before the examination period begins:
 - Collating information on qualifications and awarding body specifications being delivered.
 - Submission of early/estimated entries where relevant.
 - Submission of entries to awarding bodies for external examinations/assessment in good time. Organisation of late entries and fees incurred.
 - Briefing to candidates on examination regulations, malpractice and the school's expectations.
 - Preparation of examination timetabling, rooming allocation, and invigilation schedules, including requirements for candidates with access arrangements e.g. laptops.
 - Provision of entry list for candidates to check.
 - Provision of individual candidate timetables and distribution to candidates.
 - Identification of class candidates and plans drawn up to deal with clashes. Passing this information on to candidates.
 - Storage of examination/assessment materials and candidates' work under required secure conditions.
 - Submission of NEA marks and samples of candidates' work to awarding bodies/external moderators.
- During the examination period:
 - Ensuring examinations/assessments are taken under the conditions prescribed by awarding bodies.
 - Submitting required reports/requests to awarding bodies during examination periods e.g. very late arrival, suspected malpractice, special consideration.

- Secure storage and dispatch of candidates' scripts as required following regulations stipulated by the awarding bodies.
 - Results:
 - Overseeing examination results day and the distribution of results to candidates.
 - Facilitation of post-results services for A Level examinations.
 - Actions
 - Where possible, the Examinations Officer will provide a detailed plan of tasks to be completed in advance of any absence.
 - SMT to nominate a deputy to cover the role/task. This would usually be one or both of the Assistant Examinations Officers. Extra help could be called on from the Lead Invigilator during the examination period. The Director of Studies will also be able to help with allocation of rooms and invigilators.
 - Extra help could be sought by networking with staff from other local centres or referring to www.theexamsoffice.org for detailed instructions on all examination procedures.
 - Other senior staff members to be given access to secure storage procedures, including keys to the Examinations Office, usernames and passwords for awarding body websites to help with administration tasks.
 - Long term absences should also be reported to the awarding bodies, so that they are aware of the situation.
- **One of the Assistant Examinations Officers has extended absence during the examination cycle**
 - This could affect the following tasks crucial to management and administration of examinations.
 - Before the examinations:
 - Collating all evidence for access arrangements and applying for access arrangements online.
 - Briefing to GCSE candidates on examination regulations, malpractice and the school's expectations.
 - During the examinations:
 - Assisting with all tasks laid out above pertaining to the Examinations Officer.

- Helping to ensure smooth delivery of examinations e.g. by assisting late candidates; overseeing examinations with extra time/laptops; ensuring secure storage and dispatch of scripts.
 - Results
 - Assisting on results day and providing information to pupils pertaining to their results.
 - Facilitation of post-results services for GCSE examinations.
 - Collecting fees from leavers pertaining to post-results services.
 - Actions
 - Where possible, the Assistant Examinations Officer(s) will provide a detailed plan of tasks to be completed in advance of any absence.
 - The tasks detailed above to be shared out between other members of the Examinations team.
- **The Senior Teacher (pupil progress) or Learning Support Co-ordinator has extended absence during the examination cycle**
 - This could affect the following tasks crucial to management and administration of examinations:
 - Arranging and carrying out tests/assessments of candidates to identify potential access arrangement requirements.
 - Collating evidence of need and evidence to support normal way of working.
 - Identification of modified paper requirements in a timely manner to enable ordering to meet external deadline.
 - Allocation and training of staff providing support to access arrangement candidates, e.g. scribes.
 - Actions
 - SMT to nominate a 'deputy' to cover the role/task.
 - SMT to appoint qualified assessor to test candidates in place of the Learning Support Co-ordinator.
 - Examinations Office to take the lead on ensuring all evidence has been collected and all access arrangements are in place.
 - Examinations Office to arrange student support during exams, if necessary.

- **Teaching staff extended absence during the examination cycle**
 - This could affect the following tasks crucial to supporting pupils and Examinations Office staff in the run up to examinations:
 - Teaching necessary content for public examinations.
 - Providing teaching time and support for classes completing NEA.
 - Marking NEA work and standardising marks within the department; collecting pupil work for moderation.
 - Actions
 - SMT to appoint fully qualified staff to teach classes in place of absent staff member.
 - Head of Department to take the lead on ensuring all NEA work is marked, standardised, collected and submitted to the moderator in a timely fashion.

- **Failure of IT systems**
 - This could affect the following tasks crucial to management and administration of examinations:
 - Making examination entries.
 - Preparing for examinations e.g. rooming, invigilation schedule, access arrangements.
 - Provision of laptops during examinations.
 - Online systems required during examinations e.g. submission of special consideration requests.
 - Distribution and analysis of results on results day.
 - Actions
 - All entries should be made well in advance of the deadline.
 - Preparation tasks to be completed at a later date when IT systems are repaired, or at another computer e.g. at home.
 - Give the IT department ample warning of examination dates and laptop requirements.
 - Give the IT department ample warning for results day to ensure smooth running of results distribution and downloading the relevant data.

- **Disruption of teaching time due to extended school closure**
 - This will be enacted if the school is closed for extended period during the regular term time, interrupting the provision of normal teaching and learning.
 - Actions
 - GHS already has contingency plans in place to facilitate alternative methods of learning in case of extended school closures, e.g. due to severe weather. These can be found in the Staff Handbook.
 - Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of the centre to prepare students, as usual, for examinations.

- **Examinations contingency part 2: major disruption during the examination period**
 - Note that this refers to major disruption that occurs before an examination, preventing it from taking place. If an emergency occurs during an examination, the Invigilator will enact the school's emergency evacuation procedure, as outlined in Appendix 1.

- **Lack of appropriate examination rooms or main venues unavailable at short notice**
 - This will be enacted if the Examinations Officer is unable to identify sufficient space on the school site to accommodate all candidates for examinations on a particular day, or if the main examination venues become unavailable due to an unexpected incident during the examination period.
 - A clear rooming plan should be determined during preparation for examinations. The primary venue for examinations is the Main Hall. Supplementary venues, for example for candidates using laptops, include Morton House, Harper House, Nightingale House, IT rooms for A/AS Level MFL examinations, MU4 for A/AS Level music examinations and the 2016 Hall for the GCSE Music examination.
 - Room bookings must be made early enough in advance to ensure there are sufficient rooms for the number of candidates on any particular day during the examination period.
 - If there is an emergency on the day and the planned examination rooms become unavailable, the timetable must be checked first, identifying free rooms and moving candidates accordingly. Possible emergency venues include the Gym, the Sports Centre and the 2016 Hall.
 - If no possibility of any free rooms, refer to SMT for advice. Alternative venues may need to be identified. In this case, follow the same procedures outlined below for school closure.

- **Invigilator absence or lack of appropriately trained invigilators**
 - This will be enacted if there has been a failure to recruit and train sufficient invigilators to conduct examinations, or if there is a shortage of invigilators on the day of an examination.
 - Ensure all staff members are trained to invigilate examinations.
 - Check availability of other invigilators.
 - Check with Director of Studies to see if there is anyone else available to cover.
 - Investigate the possibility of amalgamating the access arrangement rooms to release an invigilator.
 - Examinations Officer and Assistant Examinations Officers are able to act as Lead Invigilator if necessary and can provide general invigilation cover.
 - SMT to provide invigilation cover if necessary.

- **Disruption in the distribution of examination papers**
 - This will be enacted if there is disruption to the distribution of examination papers in advance of examinations.
 - Actions
 - The examination boards will provide electronic access to examination papers via a secure external network. Examination boards will fax papers if electronic access is not possible. The Examinations Officer or Assistant Examinations Officer will need to ensure that copies are received, made and stored under secure conditions, as per the usual requirements for receiving and handling examination papers.

- **Candidates unable to take examinations because of a crisis, but GHS remains open**
 - This will be enacted in case large numbers of candidates are unable to make it into school to take examinations as normal, e.g. a sickness bug means that a number of candidates are not able to attend GHS to take an examination.
 - Actions
 - The Examinations Officer, Assistant Examinations Officer and SMT will liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website.

- Candidates will be offered the opportunity to sit any examinations missed at the next available series.
 - The Examinations Officer will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons, they should be aware that special consideration rules will not apply. JCQ guidance on special consideration can be accessed through the JCQ website.
- **GHS is unable to open as normal during the examination period**
 - This will be enacted in case GHS is unable to open as normal for scheduled examinations. If this is the case, then the Examinations Officer must contact each awarding organisation with information on which examinations are due to be taken as soon as is possible. GHS has in place general plans for dealing with emergencies, covering the possible impact on examinations. The responsibility for deciding whether it is safe for the school to open lies with the Headmistress, Fiona Boulton. The Headmistress is responsible for taking advice, or following instructions, from relevant local or national agencies in deciding whether GHS is able to open.
 - Actions
 - GHS to open only for examinations and examination candidates, if possible.
 - GHS to use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible). The Examinations Officer, Assistant Examinations Officer and SMT will liaise with candidates if this course of action is taken.
 - GHS may offer candidates an opportunity to sit any examinations missed at the next available series.
 - The Examinations Officer to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see item 3, page 2).
- **Disruption to transportation of completed examination scripts**
 - This is to be enacted if there is a delay in normal collection arrangements for completed scripts.
 - Actions

- In the first instance, the Examinations Officer will seek advice from awarding organisations and the normal collection agency regarding collection. It is not possible for GHS to make its own arrangements for transportation without approval from awarding organisations.
 - Examinations Officer to ensure secure storage of completed examination scripts until collection.
- **Assessment evidence is not available to be marked**
 - This is to be enacted if there is large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.
 - Actions
 - Examinations Officer to apply for Special Consideration.
 - Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
 - Candidates to retake affected assessment at subsequent assessment window.
- **Disruption to the scanning process – where completed examination scripts are being scanned in preparation for onscreen marking**
 - This is to be enacted if the scanning process is disrupted resulting in a risk to the delivery of results by scheduled dates.
 - Actions
 - This is to be dealt with by the awarding bodies. Awarding bodies to implement their existing contingency plans for disruption to on-screen marking process; awarding bodies to revert to traditional form of marking; awarding bodies to recruit, train or re-standardise qualified new markers.
- **Markers unable to mark examination scripts according to marking schedules**
 - This will be enacted if markers are unable to mark examination scripts resulting in a risk to the delivery of results by scheduled dates.
 - Actions
 - Awarding bodies to re-allocate scripts to available markers; awarding bodies to recruit, train or re-standardise qualified new markers; prioritisation of marking to be based on results dates.
- **Difficulty in meeting planned schedule or unable to issue results**

- This will be enacted if awarding bodies (including the case of a single awarding body) are unable to either meet planned schedule for issue of results, or to issue results as planned due to a systems failure.
- Actions
 - If awarding organisation(s) face delay in meeting the planned schedule for issuing results: establish priorities for processing results; implement existing contingency plans for disruption to the schedule for issuing results.
 - If awarding organisation(s) face difficulty in issuing results as planned due to a systems failure: in consultation with regulators, assess the level of disruption and consider alternative options for issuing results dependent upon the nature of the particular systems failure; awarding organisations and regulators to liaise with relevant organisations (i.e. UCAS, CAO) regarding process of candidate progression to further and higher education.
- **Awarding bodies unable to issue accurate results**
 - This is to be enacted if system error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate.
 - Actions
 - Candidates, centres and stakeholders to be informed of any incorrect results; re-validation of results; awarding organisations to re-issue results, via alternative format if necessary
- **GHS unable to distribute results as normal**
 - This is to be enacted if GHS is unable to access or manage the distribution of results to candidates, or to facilitate post-results services.
 - Actions
 - Examinations Officer to contact awarding organisations about alternative options.
 - Examinations Officer and SMT to make arrangements to access results at an alternative site.
 - Examinations Officer and Examinations Secretary to make arrangements to coordinate access to post-results services from an alternative site.
 - GHS to share facilities with other centres if this is possible.

NON EXAMINATION ASSESSMENT

Extensive changes were made to the delivery of non-examination assessment (NEA) when new A Levels and 9-1 GCSEs were introduced, starting in 2015. As a result, a stand-alone non-examination assessment policy has been produced. See document 5-15 for full details.

RESULTS, REVIEWS OF RESULTS (RORs), ACCESS TO SCRIPTS (ATS) AND APPEALS

RESULTS

Candidates will receive individual results slips on results days in person at the centre, or by special arrangements e.g. telephone or by post to their home addresses.

Arrangements for the school to be open on results days are made by the Head of Centre.

REVIEWS OF RESULTS

Reviews of results (RORs) may be requested by candidates if there are reasonable grounds for believing there has been an error in marking. Requests for RORs must be submitted online by appropriate staff members via the awarding body's website, but candidate consent must be obtained before submitting any requests, and after results have been published. Candidate consent is not required for a review of moderation of NEA, as grades will not be lowered in this case (although it should be noted that this protocol may change in future examination series). Senior staff must be available on results day to discuss results and help make decisions surrounding RORs. Staff and candidates must be made aware of the deadlines for submitting RORs for the relevant academic year.

The awarding bodies offer the following Review of Results services:

- **Service 1 (clerical re-check)**
 - This is a re-check of all clerical procedures leading to the issue of a result. The service will check that all parts of the script have been marked; that marks have been totalled correctly; that marks have been recorded correctly.
- **Service 2 (review of marking)**
 - This is a post-results review of marking to ensure that the agreed mark scheme has been applied correctly. It is not a re-marking of the candidate's script. The service will also include a clerical re-check as described in Service 1.
- **Priority Service 2 (review of marking)**
 - This is a priority post-results review of the original marking to ensure that the agreed mark scheme has been applied correctly. It is not a re-marking of the candidate's script. This service only applies to A Level examinations. It is only available if an A Level candidate's place in higher education is dependent on the outcome. Universities and colleges will endeavour to be flexible in keeping places open.

- However, they can only do so if they are informed of priority reviews of marking that may affect an offer. It is therefore vitally important that candidates inform the relevant universities and colleges as soon as a priority review of marking has been requested. The deadline for a priority review of marking usually falls one week after the publication of results.
- **Service 3 (review of moderation)**
 - This is a review of the original moderation of NEA to ensure that the assessment criteria have been fairly, reliably and consistently applied. It is not a re-moderation of candidates' work.
 - As it stands, candidate consent is not required for a review of moderation, but this is subject to review in future examination series. If the internally assessed marks for the NEA have been accepted without change by an awarding body, this service will not be available.

The deadline for completion is within 35 calendar days of the moderator receiving the original sample of work from the centre. The review of moderation will be undertaken on the original sample of candidates' work. A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample. A review of moderation cannot be undertaken where a mark for an internally assessed component has been transferred to a subsequent series, e.g. from June 2018 to June 2019. If in possession of the original sample of work, staff must ensure it is ready for despatch and they will be provided with the details of a moderator to whom the work should be sent. Centre assessed work must not be sent at the time of submitting the application.

Work submitted for a review of moderation must:

- Be despatched to the moderator within three working days. Failure to meet this undertaking may delay the outcome of the review or result in the review being cancelled;
- Be the original work submitted for moderation;
- Have been kept under secure conditions and not returned to the candidates.

This service cannot be undertaken on ephemeral material unless suitable evidence (such as the video taping of theatrical performances) can be provided. Centres should note that there may be a need for them to retain a copy of the work, if a candidate intends to re-submit work at the next assessment opportunity.

PROCEDURES FOR APPLYING FOR A ROR

Candidates must be made aware of the procedures for applying for RORs. These are as follows:

- If a candidate has reasonable grounds to believe there has been an error in marking, they should immediately get in touch with the Examinations Officer (A and AS Level) or Assistant Examinations Officer (GCSE) to let them know of their concerns.
- The Examinations Officer or Assistant Examinations Officer will give full information regarding how close the candidate is to grade boundaries and answer any other questions the candidate may have. They will then explain the potential costs involved and make sure the candidate is aware of

the possibility that marks can go down as a result of the ROR. In some situations, the Examinations Officer or Assistant Examinations Officer will advise the candidate not to submit a ROR if there is a possibility that the grade will go down. In general, the final decision lies with the candidate, in consultation with their parents/carers, bearing in mind the potential costs. If there is no change in grade, then the ROR process will incur a cost which will be outlined in this correspondence. If the ROR does result in a change of grade, then there will be no cost to the candidate.

- If the candidate decides that they would like to go ahead with the request, they must confirm this in writing (email is acceptable), and their consent must be retained for at least six months following the outcome of the ROR.
- Once the candidate has confirmed that they would like to go ahead with the ROR, the Examinations Officer or Assistant Examinations Officer will submit this application online via the awarding body's secure extranet. This is the only way to address concerns about marking; private correspondence from candidates to awarding bodies will not be accepted. Applications must be made by the awarding body's deadline, usually the 20th of September in the term following publication of results.
- Applications will be acknowledged by the awarding body within 7 days. If acknowledgment is not received within this period, the Examinations Officer or Assistant Examinations Officer must contact the awarding body immediately.
- Once complete, the outcome of each ROR will be confirmed by the awarding body.
- The Examinations Officer or Assistant Examinations Officer will get in touch with the candidate to let them know about the outcome of the ROR, and request confirmation that this outcome has been received by the candidate.
- For a review of moderation (Service 3), the centre will be issued with a report providing feedback. If centre marks are reinstated, feedback will not be provided.
- Where a grade changes and a certificate has previously been issued, once the centre has returned the original certificate to the awarding body, a replacement will be issued showing the revised grade. UCAS will be advised of any changes to A Level grades.
- Where there has been a reduction in marks or a downgrade, the request cannot be revoked, and the original mark or grade cannot be reinstated.

When a ROR takes place, the Examinations Officer will always ask for a copy of the examination script.

If there are concerns about the marking of an entire cohort

If the school has concerns about one of its component/subject cohorts, then it will submit requests for reviews of marking for all candidates they believe to be affected. This will enable the awarding body to take a holistic view of the quality of marking and allow them to take any corrective action which may be required in a timely fashion. Candidate consent must be obtained for this process.

The awarding body is obliged to take further investigative action if there is evidence to support this. Where an awarding body initiates investigative action, candidates' marks and subject grades are not automatically protected. Candidates' marks and subject grades may therefore be lowered, confirmed or raised. Where an awarding body takes further investigative action, centres will not be charged a fee.

INTERNAL APPEALS PROCEDURE: IF A CANDIDATE DISAGREES WITH A DECISION NOT TO SUBMIT A ROR

As detailed above, there may be times when candidates are discouraged from submitting a ROR, especially where there is a risk that this will result in a lowering of their grade. In this case, the school's internal appeals procedure is laid out below:

- Senior members of staff are available on results day and in the days that follow to discuss results and advise on whether applying for a ROR is appropriate, and their advice will always be given in good faith with the candidate's best interests at heart. It is generally the case that candidates will listen to their teachers and avoid making decisions that might have a negative outcome.
- If, in spite of the advice of their teachers, a candidate still wishes to submit a ROR, then before this application is submitted it must be drawn to the attention of the relevant Head of Department, the Deputy Head (academic) and the Head of Centre, who may wish to discuss the matter further with the candidate and their parents/carers.
- Ultimately, the decision whether to go ahead with a ROR rests with the candidate. If they have been made aware of the potential consequences, including the possibility of dropping a grade, but still wish to proceed with the ROR, then the Examinations Officer or Assistant Examinations Officer will submit this online in the same manner as outlined above. As discussed above, if there is a decrease in grade, then the ROR cannot be revoked.
- For Service 3 (review of moderation), requests generally originate from the relevant Head of Department, with the final decision being made by the Senior Management Team in conjunction the Examinations Officer/Assistant Examinations Officer. However, if a pupil strongly feels that a review of moderation is required on a particular NEA, then this would be discussed with the pupil and, in general, would be supported by the school (bearing in mind that Service 3 is not available when marks awarded by the school have been accepted without change by the awarding body).

ACCESS TO SCRIPTS

After the release of results, candidates may request the return of papers via the 'Access to Scripts' service (ATS). To do so, they should email the Examinations Officer (A and AS Level) or Assistant Examinations Officer (GCSE), who will make sure the candidate is aware of the cost involved, if any.

Centre staff may also request scripts for investigation or for teaching purposes. For this, the consent of candidates must be obtained. When signing for their results, pupils are also asked to sign to give permission for staff to access their scripts.

It should be noted that, in some circumstances, once a script has been recalled, it is not possible to subsequently apply for a ROR for that script. Candidates and staff should make sure they are aware whether this is the case before submitting an ATS request. As of 2018, this only applies to GCSE exams being taken on the AQA and OCR examination boards, but it is still best practice to check before submitting an ATS request.

APPEALS

In very rare and exceptional circumstances, it may be the case that staff members, individual candidates or groups of candidates are not satisfied with the outcome of a ROR and believe that there are further grounds to appeal against a result. In this case, the school may submit an appeal to the relevant awarding body. Appeals must be submitted by the Head of Centre; private correspondence from candidates will not be accepted. The procedures for submitting an appeal are outlined below:

- If pupils, Heads of Department or other staff are dissatisfied with a ROR, then they should make this known to the Examinations Officer and the Head of Centre.
- If, after consulting the relevant documentation provided by the awarding body, the Head of Centre genuinely believes that the awarding body has not followed due procedures, then she can submit an application for an appeal.
- In deciding whether to submit an appeal, the Head of Centre should focus on whether the awarding body:
 - has used procedures that were consistent with regulatory requirements;
 - has applied its procedures properly and fairly in arriving at judgements;
 - (for GCSE English Language, GCSE English Literature, GCSE Mathematics, AS and A Level only) has not properly applied the mark scheme. For the avoidance of any doubt, the head of centre must indicate precisely where this has been the case;
 - (for GCSE English Language, GCSE English Literature, GCSE Mathematics, AS and A Level only) the mark could not have been given by a trained and standardised marker who had appropriate subject knowledge and who had exercised his/her academic judgement in a reasonable way.
- If she believes any of the above to be in doubt, the Head of Centre should submit a written request for an appeal to the relevant awarding body. Appeals must be made within 30 calendar days of the awarding body issuing the outcome of the clerical re-check, review of marking or review of moderation.
- When an application for an appeal is received, an awarding body will decide whether it will be accepted or not. The decision whether or not to accept the application for an appeal is based on:
 - a) the validity of the grounds for the appeal as put forward by the Head of Centre;
 - b) whether a clerical re-check, a review of marking or a review of moderation has been completed;
 - c) the timescale of the application.
- If an application for an appeal is not accepted, the reason(s) for this will be given.
- If accepted, there will be a preliminary appeals process. This involves an investigation of the case by an officer of the awarding body who has not had any previous involvement with the matter. This investigation will consider the written submission from the Head of Centre.
- With the exception of GCSE English Language, GCSE English Literature, GCSE Mathematics, AS and A Level, an appeal investigation does not generally involve a further review of the candidates' work. However, such action may be authorised following the preliminary review or Appeal hearing.
- After the investigation the appeal will either be rejected (disallowed) or upheld (allowed) in whole or in part. The preliminary Appeal outcome letter detailing the awarding body's decision will be sent to the Head of Centre.

- If the Head of Centre remains dissatisfied with the outcome of the preliminary Appeal, a written request (using Form JCQ/App1- see the JCQ ‘Appeals booklet’) for an Appeal hearing should be sent to the relevant awarding body.
- A request for an Appeal hearing must be made within two calendar weeks of receipt of the preliminary Appeal outcome letter. Awarding bodies will reject appeals made outside of this timescale.
- An Appeal hearing is designed to ensure that the appellant has a formal opportunity to present their case to an impartial body. A member of centre staff must represent the centre at the Appeal hearing for internal candidate appeals.
- For an Appeal hearing, an awarding body typically convenes a panel of three or four people. They will be drawn from a larger pool of individuals who are not directly employed by the awarding body and who have been trained in the task of deciding appeals.
- The Head of Centre and other relevant staff will attend the hearing. For full details of the procedures involved, see the JCQ ‘Appeals booklet’.
- After the hearing, the panel will deliberate in private. In reaching its decision, the appeals panel will apply, as appropriate, the tests set out above. Where the appeal relates to the awarding body’s procedures, the appeals panel will also consider whether any remedial action subsequently taken by the awarding body was sufficient to rectify the matter. The appeals panel may decide to uphold the appeal or to reject it.
- The hearing by the appeals panel will complete the awarding body’s internal appeals procedures. No further appeal will be accepted by the awarding body.

INTERNAL APPEALS PROCEDURE: IF A CANDIDATE AND SCHOOL DISAGREE ON THE SUBMISSION OF AN APPEAL

As with RORs, there may be times when candidates and staff disagree on whether an appeal should be submitted, especially where there is a risk that this will result in a lowering of the candidate’s grade. In this case, the school’s internal appeals procedure is laid out below:

- Senior members of staff are available to discuss the outcome of any RORs, and to advise on whether submitting an appeal is appropriate. Their advice will always be given in good faith with the candidate’s best interests at heart. It is generally the case that candidates will listen to their teachers and avoid making decisions that might have a negative outcome.
- Ultimately, the decision whether to go ahead with an appeal rests with the Head of Centre. If, in consultation with teaching staff, the relevant Head of Department, the Examinations Officer and the Deputy Head (Academic), she has examined the case in full and concluded that there is no merit in an appeal, or that the appeal might be damaging to the school or the candidate, then an appeal will not be submitted and the post-results process will end at that point.

CERTIFICATES

Certificates are presented in person and must be signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

MALPRACTICE

‘Malpractice’, which includes maladministration and non-compliance with the Regulations, means any act, default or practice which is a breach of the Regulations or which:

- Compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- Damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Guildford High School takes the matter of malpractice extremely seriously and has a duty to report any suspected, alleged or actual malpractice to the relevant awarding body.

Candidates should be aware of their responsibilities in this area. The Regulations are provided on the GHS Spaces website on the GCSEs and A Levels page, and all candidates must ensure they are familiar with the rules. The Regulations, as well as the JCQ ‘Warning to Candidates’, will be posted outside all examination rooms. Sanctions for candidates found guilty of malpractice range from a verbal warning, to losing marks for a particular section or component, to being disqualified from a whole qualification or all qualifications taken in that series. The highest sanction is candidate debarral, in which candidates are not allowed to take public examinations for a set period of time. If a candidate is in any doubt about whether their actions might constitute malpractice, they should seek the help of an Invigilator, the Examinations Officer or any other senior member of centre staff.

Centre staff also have a responsibility to make sure they are familiar with the rules on malpractice. Any staff becoming aware of any suspected, alleged or actual instances of malpractice must report this to the Head of Centre, who has a duty to immediately report this to the awarding body. Failure to do so is itself malpractice. The only exception to this is candidate malpractice discovered in coursework or non-examination assessments before the authentication forms have been signed by the candidate.

Centre staff may also commit malpractice. This could be in the form of improper assistance to candidates, maladministration, security breaches, deception, or any other act contrary to the Regulations. As with candidate malpractice, any allegations of staff malpractice must be reported by the Head of Centre to the awarding body immediately. If the Head of Centre is accused of malpractice, then the Examinations Officer should report this to the awarding body. Sanctions will apply, and range from a written warning to being barred from preparing examination classes. Likewise, the entire centre may be sanctioned, with the highest sanction being withdrawal of centre recognition, meaning the school would no longer be approved to offer qualifications. Clearly, respecting the integrity of the examinations and following the Regulations is of utmost importance.

Once a report on any suspected, alleged or actual malpractice has been submitted to the awarding body, a process will begin to determine the severity of the sanction required, if any. For full details of the procedures involved in reporting on and investigating allegations of malpractice, refer to the JCQ booklet “Suspected malpractice in examinations and assessments: Policies and procedures”, available on the JCQ website.

APPENDIX 1: EMERGENCY EVACUATION PROCEDURES

Emergencies during examinations are thankfully rare; nonetheless, it is important that all invigilating staff are aware of what to should the need to evacuate arise. The following notes will be present in every examination room, and all invigilators will receive training on how to proceed in case of an emergency.

Emergency evacuation procedure for examinations follows:

- Stop the candidates from writing.
- Collect the attendance register (in order to ensure all candidates are present).
- Evacuate the examination room in line with instructions given from 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 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.

APPENDIX 2: GUILDFORD HIGH SCHOOL EQUAL OPPORTUNITIES POLICY

AIMS AND OBJECTIVES OF THE POLICY

In line with United Learning standards, Guildford High School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to pupils (including those in our EYFS setting), parents and staff members and includes discrimination on the grounds of: age; religion or belief; physical ability or disability (including HIV status), learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

Guildford High School, as an educational establishment, is committed to ensuring that the needs of all its pupils are met, including those with special educational needs and/or who belong to a group protected by the 2010 Equality Act. ALL pupils must be valued, feel included and supported and reasonable adjustments must be made for pupils with any special needs.

Guildford High School values diversity and difference. There is no single 'type' of Guildford High School pupil, parent or staff member. Members of our community should feel confident to be themselves and not bow to conformity and peer pressure.

Our key objective is the removal of any form of direct or indirect discrimination by providing an environment in which:

- The education in our school is founded on the principles of fairness and justice for all
- Every child is included and not disadvantaged in any way. All pupils have equal access to the full range of educational opportunities provided by the school and those who have special educational needs will be included, valued and supported and have reasonable adjustments made for them
- All recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- Stereotyping and prejudice are challenged whenever they occur
- The cultural diversity of our community is celebrated, and positive attitudes are shown towards diversity and difference. Students should be encouraged to value diversity from the earliest age
- We show respect for all, including minority groups
- Students grow up making a positive contribution to society

Guildford High School works with the whole school community, with parents and with relevant external agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent its reoccurrence.

This policy applies to all within the school community, including those within the EYFS setting. It is reviewed annually, or as legislation changes require, by the Senior Management Team to evaluate the effectiveness of inclusive practice and is made available to parents and staff in accordance with the school's provision of information policy, both on the school's website and on request from the School Office. The next date for review is August 2017. Guildford High School seeks to implement this policy through adherence to the procedures set out in this document. This policy should be read in conjunction with:

- The Behaviour and Discipline Policy
- The Special Educational Needs Policy and SENDA
- The PSHE Policy and Schemes of Work