



EXAMINATIONS POLICY

PART 1: EXTERNAL EXAMINATIONS

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1 PURPOSE

1.1 The purpose of this Examination Policy is:

- To ensure that 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.

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

1.3 The Examinations Policy will be reviewed annually, by the Examinations Officer.

2 ROLES AND RESPONSIBILITIES

2.1 Having overall responsibility for the school as an Exam Centre, the Head, through the Examinations Officer:

- Is responsible for the administration and conduct of examinations. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.
- Advises on appeals and re-marks.
- Is responsible for reporting all suspicions or actual incidents of malpractice.
- Has the authority to ensure that all aspects of the conduct of examinations meet all regulations.

2.2 Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course).
- Submission of candidates' names to Heads of Department.

2.3 The SEND Coordinator (SENCo) is responsible for:

- Identification of candidates requiring testing for exam access arrangements.
- Liaison with the Specialist Teacher, to arrange testing and to monitor provision of additional support to help candidates to achieve their course aims.

2.4 Lead Invigilator/Invigilators are responsible for:

- Collection of exam papers and other material from the Examinations Officer 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 school office.
- Adhering to the regulations in the JCQ's ICE document.

2.5 Candidates are responsible for:

- Confirmation and signing of entries.
- Adhering to the regulations set by JCQ's document *Information for candidates – for written examinations*.
- Understanding controlled assessment / NEA / portfolio regulations (including restrictions related to the use of social media) and signing a declaration that authenticates work as their own.

3 QUALIFICATIONS OFFERED

3.1 The qualifications offered at this centre, are decided by the Heads of Department and Senior Management Team (SMT).

3.2 The qualifications offered are GCSE and the FSMQ in Further Mathematics.

3.3 The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the Examinations Officer must be informed by the end of September, in the year in which the examination is due to be taken.

3.4 Informing the Examinations Officer of changes to a specification is the responsibility of the Heads of Department.

3.5 Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents, Assistant Head (Academic) and SENCo (if appropriate).

4 EXAMINATION SERIES AND TIMETABLES

4.1 External exams and assessments are scheduled in May and June.

5 ENTRIES, ENTRY DETAILS AND LATE ENTRIES

5.1 The School uses the recommended Exam Fees Estimator Tool and the Ten-step guide: reducing costs incurred by late entries.

5.2 Candidates are selected for their exam entries by the Heads of Department and subject teachers.

5.3 Candidates or parents can request a subject entry, change of level or withdrawal, following consultation with the appropriate Head of Department.

5.4 The centre may act as an exam centre for other organisations and private candidates, at the discretion of the Head.

5.5 Entry deadlines are circulated to Heads of Department via the exams notice board, weekly staff briefing meeting, staff pigeon holes and e-mail.

5.6 Late entries are authorised by the Head and the Examinations Officer.

5.7 Retake decisions will be made in consultation with candidates, parents and Heads of Department.

6 EXAMINATION FEES

6.1 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.

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

6.3 Registration and exam fees are paid by the centre.

6.4 Late entry or amendment fees are paid by the departments.

6.5 Fee reimbursements are sought from candidates who:

- Decide to sit an exam after the late entry/withdrawal deadline.
- Fail to sit an exam/do not meet the necessary controlled assessment requirements, without medical evidence or evidence of other mitigating circumstances.

6.6 Re-sit fees are paid by the candidate.

7 DISABILITY DISCRIMINATION ACT (1995 AND 2005)

7.1 All staff must ensure that the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006, are met.

7.2 The Disability Discrimination Act (2005) extends the application of the DDA to general qualification. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

7.3 A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

7.4 The centre will meet the requirements of the DDA by ensuring that the Exams Centre is accessible. This is the responsibility of the Head.

7.5 A candidate's special needs requirements are determined by the SENCo and Educational Psychologist, Medical Specialist or Specialist Teacher.

7.6 The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination, and the date of that examination. The SENCo can then inform individual staff of any special arrangements that individual candidates can be granted throughout the course and in the exam.

7.7 It is the responsibility of the SENCo and the Examinations Officer to make special arrangements for candidates to take an examination.

7.8 It is the responsibility of the subject teacher to provide evidence to the SENCo of a pupil's use and need of access arrangements.

7.9 Rooming arrangements will be organised by the Examinations Officer and the SENCo.

7.10 Invigilation and support for access arrangement candidates will be organised by the SENCo with the Examinations Officer.

7.11 Exam Access Arrangements (EAA)

7.11.1 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 can be granted during the course and in the exam.

7.11.2 A candidate's access exam arrangements requirement is determined by the SENCo and Educational Psychologist/Specialist Teacher. Medical information provided by health professionals may also be necessary.

7.11.3 Making exam access arrangements for candidates to take exams is the responsibility of both the SENCo and Examinations Officer.

7.11.4 Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo and the Examinations Officer.

7.11.5 Rooming for access arrangement candidates will be arranged by the SENCo with the Examinations Officer.

7.11.6 Invigilation and support for access arrangement candidates will be organised by the SENCo with the Examinations Officer.

7.12 Criteria for Use of Laptops in examinations:

7.12.1 Pupils may use school examination computers to word process their answers in GCSE examinations if:

- This is their normal way of working because of SEND.
- Pupils have a slow speed of handwriting.
- Pupils' handwriting is illegible.
- Pupils have a visual difficulty and enlarged font is necessary.
- Difficulties because of SEND mean that a pupil can proof-read and edit work more effectively through word processing.

7.13 Laptops will be disabled in terms of spell/ grammar checking facility; they will only have access to Word programme and will not have access to the internet.

7.14 Pupils may use a computer as a reader in examinations if a human reader isn't being used and having a reader is their normal way of working; in addition, standardised scores must meet the criteria for this access arrangement.

7.15 Overseas Pupils

7.15.1 Managing overseas pupils is the responsibility of the Examinations Officer.

7.16 Contingency Planning

7.16.1 Contingency planning for exams administration is the responsibility of the Examinations Officer.

7.17 Private Candidates

7.17.1 Managing private candidates is the responsibility of the Examinations Officer.

8 MANAGING INVIGILATORS/SUPPORT STAFF

8.1 External staff are used for an invigilation resource.

8.2 Invigilators will be used for external and internal examinations. A lead invigilator will only be used for the external GCSE examinations.

8.3 Recruitment of invigilators is the responsibility of the Head of Finance and Compliance.

8.4 Securing the necessary Disclosures and Barring Service (DBS) clearance for new invigilators is the responsibility of the Head of Finance and Compliance and the Head.

8.5 DBS fees for securing such clearance are paid by the centre. Invigilators are expected to use the DBS Update Register and it is their responsibility to renew their subscription annually.

8.6 All invigilators are timetabled and briefed by the Examinations Officer. Invigilators (including the Lead Invigilator) will complete a training session on any regulation updates on an annual basis.

8.7 New invigilators will complete a training session on their role and this will include training on being a reader / prompter / scribe. They will be observed at least once during the first year to ensure correct invigilation of examinations – after their initial induction training, they would ideally be employed during the Year 10 exams (or other internal examinations) prior to working in the GCSE external examinations. Observations will also be required for invigilators who have been observed and issues were identified. The invigilation observation report will be completed and retained for audit.

8.8 Invigilators rates of pay are set by the Head.

9 MALPRACTICE

9.1 The Examinations Officer is responsible for investigating suspected malpractice.

10 EXAM DAY PROCEDURES

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

10.2 The site maintenance team are responsible for setting up the allocated rooms.

10.3 The Lead Invigilator will start all exams in accordance with JCQ guidelines.

10.4 A teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidate's preparation for the examination cannot act as an invigilator during the examination or on-screen test.

10.5 GCSE 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 Department after the published finish time of the exam (unless there are any exam clashes and time variations apply). Once papers have been distributed to staff, they must be held securely / not taken home / photocopied / put on social media and not seen by other pupils until 10 days after the exam.

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

10.7 A relevant subject teacher may be available to read out any subject-specific instructions and to start the exam, if required.

11 CANDIDATES

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

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

11.3 Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Examinations Officer or Senior Invigilator.

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

11.5 Candidates may not leave the exam room before the end of the examination.

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

11.7 For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Examinations Officer.

11.8 Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Examinations Officer, or the Exam Invigilator, to that effect.

- 11.9** The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.
- 11.10** The Examinations Officer will then forward a completed Special Consideration form to the relevant awarding body, within seven days of the exam.

12 INTERNAL ASSESSMENT AND APPEALS

- 12.1** Whilst the general rules are the same for all GCSEs, the specific requirements for Controlled Assessment/NEA's and portfolio work are different for each subject. Usually assessments take place within the normal teaching timetable; in normal teaching rooms. Subject teachers must ensure that they use the correct task for the year of submission and that pupils do not have access to the tasks before the specified period.
- 12.2** Subject teachers must keep a record of the dates and times, the name of the supervisor and any incidents that occur during the course of the assessment. Throughout the assessment period subject teachers must ensure that all assessment materials are stored securely in a locked cabinet/cupboard, or for some practical subjects, in a locked classroom. Work produced electronically must be saved securely to ensure it can't be amended between sessions.
- 12.3** Work may be handwritten, in black ink, or word processed and each candidate must sign a declaration to confirm that the work is their own and that any assistance and/or sources have been acknowledged. Subject teachers/Assessors must sign the Declaration of Authentication and confirm that the work was completed under the required conditions.
- 12.4** It is the duty of Heads of Department to ensure that all controlled assessment/ NEA / portfolio work is ready for dispatch at the correct time (see next section 'Appeals against Internally Assessed Decisions' for subject specific deadlines). The Examinations Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Refer to the JCQ document - *Instructions for conducting Controlled Assessment and Instructions for Conducting Non-Exam Assessment*.

12.5 Marks and Appeals

- 12.5.1** Marks for all internally assessed work and estimated grades are provided to the Examinations Officer by the Heads of Department.

12.6 Appeals against Internally Assessed Decisions (Centre Assessed Marks)

- 12.6.1** Certain GCSE and other qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Red House School and internally standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

- 12.6.2** This procedure confirms Red House School compliance with JCQ's General Regulations for Approved Centres (section 5.7) that the centre will:

- Have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates.
- Before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking.

12.6.3 Deadlines for the submission of marks

Date	Qualification	Details	Exam series
2 weeks before moderation. No later than 17 May 2024	GCSE	GCSE PE	Summer 2024
15 May 2024	GCSE	English Language	Summer 2024
7 May 2024	GCSE	French, German, Spanish, Music	Summer 2024

31 May 2024	GCSE	Art, Photography, Graphics, 3D Design Final date for submission of centre assessed marks (AQA, OCR, Pearson and WJEC)	Summer 2024

12.6.4 Red House School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

12.6.5 Red House School ensures that all centre staff follow a robust *Non-examination Assessment Policy* (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCE, GCSE, Project qualifications (include any other qualifications delivered in your centre to which these procedures apply), including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow.

12.6.6 Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Red House School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body.

12.6.7 Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

12.6.8 On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the marking standards to his/her marking, then he/she may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

12.6.9 Red House School will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria.
- Inform candidates that they may request copies of materials (generally as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment.
- Having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as art work and recordings, inform the candidate that the originals will be shared under supervised conditions) within 7 days.
- Inform candidates they will not be allowed access to original assessment material unless supervised.
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review, they will need to explain what they believe the issue to be.
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 7 calendar days of receiving copies of the requested materials.
- Allow 7 days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
- Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- Inform the candidate in writing of the outcome of the review of the centre's marking.

- 12.6.10** The outcome of the review of the centre's marking will be made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request.
- 12.6.11** The awarding body will be informed if the centre does not accept the outcome of review.
- 12.6.12** The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.
- 12.6.14** Appeals relating to centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal.
- 12.6.15** This procedure confirms Red House School's compliance with JCQ's General Regulations for Approved Centres (section 5.13) that the centre will have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an online application for a clerical re-check, a review of marking, a review of moderation or an appeal
- 12.6.16** Following the issue of results, awarding bodies make post-results services available.
- 12.6.17** Candidates are also made aware of the arrangements for post-results services prior to the issue of results. Candidates are also informed of the periods during which senior members of centre staff will be available/accessible immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking. Candidates are made aware/informed by the Examinations Officer of the appeals process via letter handed out with timetables in April.
- 12.6.18** If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.
- 12.7** Certain components of GCSE qualifications (GCSE controlled assessments and GCSE non-examination assessments) that contribute to the final grade qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.
- 12.8** Red House School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- 12.9** Red House School ensures that all centre staff follow a robust non-examination assessment (NEA) procedure (for the management of GCSE non-examination assessments). This details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.
- 12.10** Candidates' work will be marked by the staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Red House School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- 12.11** On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his work, or that the assessor has not properly applied the marking scheme to his marking, he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking. Any

candidate wishing to make a request to appeal must be informed that their mark can go up or down.

- Red House School will ensure that the candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- Red House School will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
- Red House School will, having received a request for copies of materials, promptly make them available to the candidate within 5 calendar days. (The timescales identified in this policy are only effective during term-time, there will be no provision for the internal appeal process during school holidays).
- Red House School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- Requests for reviews of marking must be made in writing within 5 calendar days of receiving copies of the requested materials – by completing the internal appeals form. If the school needs to appoint an external assessor, this will incur a charge (payable by parents) to re-mark the work.
- Red House School will allow 10 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- Red House School will ensure that the review of the marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- Red House School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- The candidate will be informed in writing of the outcome of the review on the centre's marking.
- The outcome of the review of the centre's marking will be made known to the Head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

12.12 After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Red House School and is not covered by this procedure

13 RESULTS

13.1 Candidates will receive individual result slips on results day, either in person at the centre or by post to their home address. Arrangements for the Centre to be open on results days are made by the Examinations Officer.

13.2 The provision of staff on results days is the responsibility of the Examinations Officer.

14 ENQUIRIES ABOUT RESULTS (ATS) AND ACCESS TO SCRIPTS (ATS)

14.1 Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

14.2 This procedure confirms that Red House School's compliance with JCQ's *General Regulations for Approved Centres 2022-2023*, section 5.3, 5.7, that the centre has in place 'a written internal appeals procedure' relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates and that the centre 'must inform candidates of their centre assessed marks as a candidate is allowed to a request a review of the centre's marking before marks are submitted to the awarding body.'

14.3 EARs may be requested by the Heads of Department or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's written consent is required before any EAR is requested. Staff must provide any information they have that will help a parent/candidate to decide whether to seek a remark. However, staff must not

advise/insist that parents seek a remark because a grade can be reduced following a remark.

14.4 If a result is queried, the Examinations Officer, teaching staff and Head will investigate the feasibility of asking for a re-mark. If a candidate requires this, and parents agree, they will be charged.

14.5 Awarding body fees which will be charged for the preliminary appeal must be paid to the centre by the candidate before the preliminary appeal is submitted to the awarding body (fees are available from the Examinations Officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the candidate by the centre.

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

14.6.1 Reviews of Results (RoRs):

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

14.6.2 Access to Scripts (ATS):

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

14.7 If a concern is raised about a particular examination result the Head of Centre will investigate the feasibility of requesting an enquiry supported by the centre.

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

14.9 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.

15 CERTIFICATION

15.1 Certificates are presented in person. Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so. The Centre retains certificates for five years.

16 MANAGEMENT OF GCSE CONTROLLED ASSESSMENT/NON-EXAMINATION ASSESSMENT (NEA)/ PORTFOLIO WORK

16.1 It is the responsibility of the Assistant Head (Academic), Examinations Officer and other members of SMT to:

- Be accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments (it is advisable that controlled assessments be spread throughout the academic years of Key Stage 4).
- 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, ICT networks, time out of school etc.)
 - Ensure that all staff involved can access the calendar of events on the School's website.
 - Ensuring that relevant staff are conversant with the policy governing Controlled Assessments/NEA.
 - Create, publish and update an internal appeals policy for controlled assessments.

16.2 It is the responsibility of the Head of Department to:

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- 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 contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- The secure storage of pupils' Controlled Assessment work. Secure storage is defined as a secure locked metal cabinet, for example a lockable filing cabinet. In the case of Art, for example, it may be necessary to allow work to dry overnight. As long as classrooms remain locked between sessions they may be regarded as secure storage.
- Ensuring that candidates understand clearly the assessment criteria for Controlled Assessment.
- Ensuring that assessments are kept securely until results have been issued and the deadline for appeal has passed.
- Ensuring that work submitted by pupils is their own work. Guidance and help provided by the class teacher must be clearly recorded.
- Retaining evidence that Controlled Assessments have been internally standardised before being submitted for external moderation.
- The completion, submission and organisation of all documentation relating to Controlled Assessments. Submission deadlines must be adhered to strictly, since extensions will not normally be granted. It is permissible to inform the pupils of the marks awarded by individual teachers, as long as they are made aware that these may be amended during the process of external moderation.
- Submitting samples of work as requested and within deadline. By the specified dates marks, authentication forms and confirmation of internal standardisation must be submitted to the relevant board. Further samples may also be requested by Awarding Bodies.
- Verifying that the pupil is not at fault in the event of work being lost or partially lost by the school. In such cases the area will have to acknowledge responsibility, and negotiate with the Awarding Body via the Examinations Officer.
- Requesting a post-results review of moderation if appropriate. This may be affected at whole group level, but not at individual pupil level.
- Planning the timings of Controlled Assessments to ensure adequate time for preparation and completion.

16.3 It is the responsibility of Teaching Staff to:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* and *Instructions for conducting non-exam 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 Examinations Officer 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.
- Ensure that pupils and supervising teachers sign authentication forms on completion of an assessment.
- Must be aware of the different levels of supervision that may apply in a Controlled Assessment (formal, informal or limited), and must conduct the assessment accordingly. Awarding Body specifications should be consulted, as these define the parameters for various assessments. Undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows.
- Must ensure that examination conditions (covering areas such as communication, use of electronic devices, etc.) are observed during Controlled Assessments.

- Must ensure the removal or covering up of any display material that might be of assistance in the room where the assessment is being conducted. Staff must familiarise themselves with the JCQs guidelines on the restrictions of live non-exam assessments (p6, JCQs: General Regulations for Approved Centres Document) and seek advice from the exam board if necessary.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Examinations Officer 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 Special Educational Needs Coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

16.4 It is the responsibility of the Examinations Officer to:

- Have overall responsibility for ensuring that key staff are informed of all requirements that relate to the effective organisation of Controlled Assessments/NEA.
- Enter pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter pupils' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the Examinations Officer, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- 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 management team.
- Must ensure that all requirements regarding the security of resources are met.
- Must ensure that the SMT is made aware of any irregularities or concerns with regard to the conduct of Controlled Assessments/NEA in accordance with JCQ document *Suspected Malpractice in Examinations and Assessments*.

16.5 It is the responsibility of the Special Educational Needs Coordinator (SENCo):

- Ensure exam access arrangements have been applied for.
- Put in place resources and support to ensure that requirements for support staff are met.
- Liaise with the Examinations Officer with regard to the provision of appropriate rooming for pupils with particular needs.
- Liaise with the Examinations Officer to ensure that arrangements for extra time, scribes, reader etc. are in place.
- Liaise with teaching staff to ensure requirements for support are met.

17 EMERGENCY EVACUATION PROCEDURE FOR EXAMINATIONS

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

- Stop the candidates from writing.
- Collect the attendance register (in order to ensure all candidates are present).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible whilst 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 the question papers / scripts) to another place to finish the examination. Candidates must be given the opportunity to sit the examination for its published duration.
- Make a full report of the incident and of the action taken, and send it to the relevant awarding body.

- Where candidates are unable to return to the building to complete the examination, the relevant awarding body must be contacted immediately for advice.

18 EXAM CONTINGENCY PLAN

18.1 This plan examines the potential risks and issues that could cause disruption to the management and administration of the exam process at Red House School. By outlining actions/procedures to be followed in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process.

18.2 Alongside internal processes, this plan is informed by information contained in the joint contingency plan for the examination system in England, Wales and Northern Ireland where it is stated that 'centres should be prepare plans for any disruption to examinations as part of their general emergency planning. Considerations should be given as to how they should be communicated to candidates, parents and staff should disruption to examinations occur.'

Causes of potential disruption to the exam process

1 Exam officer extended absences at key points in the exam process (cycle)

Criteria for implementation of the plan

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

Planning

- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
- Annual exams plan not produced identifying essential key tasks, key dates and deadlines.
- Sufficient invigilators not recruited and trained.

Entries

- Awarding bodies not being informed of early/estimated entries which promotes release of early information required by teaching staff.
- Candidates not being entered with awarding bodies for external exams/assessments.
- Awarding body entry deadlines missed or late or other penalty fees being incurred.

Pre-exams

- Exam timetabling, room allocation; and invigilation schedules not prepared.
- Candidates not briefed on exam timetables and awarding body information for candidates.
- Exam/ assessment materials and candidates' work not stored under required secured conditions.
- Internal assessment marks and sample of candidates' work not submitted to awarding body/external moderators.

Extra Time

- Exams/assessments not taken under the conditions prescribed by the awarding bodies.
- Required reports/requests not submitted to the awarding bodies during exam/assessment periods, e.g. very late arrival, suspected malpractice, special consideration.
- Candidates' scripts not dispatched as required to awarding bodies.

Results & Post-Results

- Access to examination results affecting the distribution of results to candidates.
- The facilitation of the post-result services.

Centre Actions

- The Head to liaise with Network Manager over entries.
- The Head to liaise with the Assistant Head (Academic) and/or Lead Invigilator to liaise over pre-examination administration.
- Lead invigilator to liaise with the Head regarding exam time issues and results.

2 SENCo extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

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

Planning

- Candidates not tested / assessed to identify potential access arrangement requirements.
- Evidence of need and evidence to support normal way of working not collated.

Pre-Exams

- Approval for access arrangements not applied for to the awarding body.
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline.
- Staff providing support to access arrangement candidates not allocated and trained

Exam Time

- Access arrangement candidate support not arranged for exam rooms.

Centre Actions

- The Assistant Head (Academic) to liaise with Examinations Officer over SENCo absence.

3 Teaching staff extended absences at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early / estimated entry information not provided to the Examinations Officer on time, resulting in pre-release information not being received.
- Final entry information not provided to the Examinations Officer resulting in:
 1. Candidates not being entered for exams / assessments or being entered late.
 2. Late or other penalty fees being charged by awarding bodies.
- Internal assessment marks and candidates work not provided to meet submission deadlines.

Centre Actions

- The Head and Examinations Officer to liaise with remaining teaching staff.

4 Invigilators – lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Key tasks not undertaken including:

- Failure to recruit and train sufficient invigilators to conduct exams.
- Invigilator shortage on peak exam days.
- Invigilator absence on day of exam.

Centre Actions

- Recruitment and training is done well in advance.
- Examinations Officer and Lead Invigilator to cover absences or shortages, although Red House School's policy is not to work to the minimum ratio requirements.

5 Invigilators – lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Key tasks not undertaken including:

- Examinations Officer unable to identify sufficient / appropriate rooms during exams timetable planning.
- Insufficient rooms available on peak exam days.
- Main exam venue unavailable due to an unexpected incident at exam time.

Centre Actions

- In an emergency, the dining hall could be utilised for exam purposes.

6 Invigilators – lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Key tasks not undertaken including:

- Examinations Officer unable to identify sufficient / appropriate rooms during exams timetable planning.
- Insufficient rooms available on peak exam days.
- Main exam venue unavailable due to an unexpected incident at exam time.

Centre Actions

- In an emergency, the dining hall could be utilised for exam purposes.

7 Failure of ICT systems**Criteria for implementation of the plan**

Key tasks not undertaken including:

- ISAMS system failure at final entry deadline.
- ISAMS system failure during exam preparation.
- ISAMS system failure at result's day.

Centre Actions

- Examinations Officer and Network Manager to liaise with examination boards as to appropriate action.

8 Disruption of teaching time - centre closed for an extended period**Criteria for implementation of the plan**

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

Centre Actions

- The Head, Governors and SMT to take necessary action.

9 Centre unable to open as normal during the exam period**Criteria for implementation of the plan**

- Centre unable to open as normal during the exam period. 'In the event that the Head of Centre decides the centre cannot be opened for schedule examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that maybe available and the options for candidates who have not been able to take schedule examinations.'

Centre Actions

- Examinations Officers to liaise with Head of Centre and to inform awarding bodies.
- The Head and Examinations Officer to explore alternative local venues.

10 Candidates' unable to take examinations because of a crisis – centre remains open**Criteria for implementation of the plan**

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

Centre Actions

- Considerations would be given on an individual basis as to why they are unable to attend the examination centre. Special consideration maybe applied for.

11 Disruption to the transportation for completed examination scripts**Criteria for implementation of the plan**

- Delay in normal collection arrangements for completed examination scripts.

Centre Actions

- Script remains secularly stored in exams store or Examinations Officer transports them to the post office by collection by parcel force.

12 Assessment evidence is not available to be marked**Criteria for implementation of the plan**

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

Centre Actions

- Examinations Officer to contact awarding bodies for advice.

13 Centre unable to distribute results as normal**Criteria for implementation of the plan**

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

Centre Actions

- Examinations Officer to contact awarding bodies for advice.

*information taken from the joint contingency plan, for the examination system in England, Wales and Northern Ireland.

19 INTERNAL EXAMINATIONS

19.1 The key purpose of internal exams is:

- To ensure that the planning and management of exams is conducted efficiently and in the best interests of candidates.
- To ensure the operation of an efficient Internal Exam System with clear guidelines for all relevant staff.

19.2 It is the responsibility of everyone involved in the Internal Exam processes to read, understand and implement this policy.

19.3 Part 2: Internal Examinations Policy will be reviewed annually, by the Examinations Officer.

20 EXTRA TIME FOR INTERNAL EXAMINATIONS

20.1 The Education Committee endorsed the principle of allowing pupils who have been assessed as requiring up to 25% extra time to receive this time for Internal Examinations, within the constraints of the examination timetable.

20.2 The Examinations Officer, in consultation with the SENCO, will be responsible for making teaching staff and invigilators aware of the amount of extra time that should be provided to named pupils.

20.3 Whenever possible, pupils with extra time will be given their extra time before the rest of the candidates begin the paper. Staff invigilating should arrange the finish time for five minutes before the end of the session, in order to allow time for papers to be collected in. Add: Staff marking papers should inform the Exams Officer and SENCO whether extra time has been used by the candidate.

21 INTERNAL ASSESSMENTS

21.1 Formative assessment will take place throughout the key stages in order to monitor progress and understanding. Summative assessment will take place to evaluate learning at the end of a topic or unit of work.

Subject	Key Stage 1	Key Stage 2
ENGLISH	One piece of work will be moderated each term to give NC levels in reading and writing.	One piece of work will be moderated each term to give NC levels in reading and writing.
MATHS	Abacus Evolve will be used to provide half-termly assessments with a NC level given termly.	Abacus Evolve will be used to provide half-termly assessments with a NC level given termly.
SCIENCE	End of year progress test to give a standardised score.	End of year progress test to give a standardised score.

21.2 At Key Stage 3, exam week for pupils in Years 7-9 will take place in April/May. Most subjects are examined: with the exception of Computer Science (up to Year 9). The Examinations Officer is responsible for producing the Years 7-9 Exam Timetable, which will be submitted to the SMT for approval before being issued to pupils and parents.

21.3 Heads of Department/Subject are responsible for providing pupils with advice on revision in order to help them to prepare effectively for their assessments.

- 21.4** Normal timetable will be suspended for Years 7-9 throughout the duration of the exam period and pupils will be allowed to revise in any sessions in which they do not have an exam.
- 21.5** Pupils in Year 9 will take their exams in the dining hall (and sports hall when not in use for GCSE exams). Years 6 will be assessed as part of their normal timetable. In Years 7-8, pupils from each class will be divided between four classrooms and they will remain in their allocated classroom throughout the examination period. Years 7 and 8 will share classrooms.
- 21.6** The Key Stage 2 timetable will continue as normal. Year 10 pupils will continue with their normal lessons. Art, Science, Technology and ICT lessons will take in their normal rooms. However, lessons involving these age groups may require some room changes.
- 21.7** At Key Stage 4, exam week for Year 10 pupils will take place in May: all subjects leading to GCSE are examined. The Examinations Officer is responsible for producing the Year 10 Exam Timetable, which will be submitted to the Senior Management Team for approval before being issued to Year 10 pupils.
- 21.8** The Assistant Head (Academic) will provide Year 10 pupils with a Revision Timetable and advice on revision techniques before Easter to help them to prepare effectively for their assessments.
- 21.9** During the Year 10 exam period, attendance at school is compulsory. Normal timetable will be suspended throughout the duration of the exam period and pupils will be allowed to revise in any sessions in which they do not have an exam.
- 21.10** At Key Stage 4, Year 11 pupils will sit their Mock GCSE exams at the end of November and in February. The Examinations Officer is responsible for producing the mock exam timetable, which will be submitted to the SMT for approval before being issued to Year 11 pupils.
- 21.11** Year 11 pupils will also be provided with a revision timetable and advice on revision techniques before half term to help them to prepare effectively for their assessments. Advice for parents on helping their children to meet the demands of GCSE examinations is available on the school website.
- 21.12** During the mock exam period, attendance at school is compulsory. Normal timetable will be suspended for year 11 throughout the duration of the exam period and pupils will be allowed to revise in any sessions in which they do not have an exam.
- 21.13** Mock Examinations will be conducted under GCSE examination conditions. Invigilation and support for access arrangement candidates will be organised by the Examinations Officer with the help of the SENCo. Access arrangement candidates will be provided with the same level of support for their Mock GCSE exams as they will receive in their actual GCSE examinations.
- 21.14** Heads of Department should provide a Front Sheet including all information that the Invigilator will need in order to conduct the examination efficiently. For Option subjects, the Head of Department/Subject must also provide a list of candidates. Whenever possible, Heads of Department should be present at the start of their examination.

22 PRIVATE TUTORING & EXAMS

- 22.1** Paid work by staff with Red House pupils including extra tuition is a sensitive issue which must be handled carefully. This is NOT to say that staff should not accept paid tutoring with Red House pupils but it should be with the prior approval of the Head. This tutoring should not take place on the School's premises as insurance does not cover this and should not be during the normal school day.

23 PAID EXAMINATION MARKING

- 23.1** Marking of examination papers can improve the markers teaching of exam classes and can thus be valuable professional development. Such paid exam marking should not be done on the school site or during the school day and it would be advisable to inform the Head of such work. Staff must appreciate that time off during term time to attend examiners meeting is not automatic and does raise sensitive issues where colleagues cover classes.

23.2 Teachers are reminded that they are responsible for declaring any additional revenue to HMRC.

24 WHISTLE BLOWING (EXAMINATIONS) POLICY

24.1 Introduction

24.1.1 Whistle blowing at Red House School is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

24.1.2 The Head of Centre and Board of Governors at 41139 aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and pupils to be aware of and report practices that could compromise the integrity and security of examinations.

24.1.3 In compliance with section 5.11 of the JCQ's *General Regulations for Approved Centres*, 41139 will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place.
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation.
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication *Suspected Malpractice: Policies and Procedures*, and provide such information and advice as the awarding body may reasonably require.

24.1.4 This policy requirement has been added within *General Regulations for Approved Centres* in response to the recommendations within the report of the *Independent Commission on Examination Malpractice*.

24.1.5 This policy sets out the Whistle Blowing procedures at Red House School. It has been produced by the Head, who is also a member of the SMT and responsible for handling any cases of Whistle blowing. The Head is fully aware of the contents of this policy and will escalate any instances of malpractice to the relevant awarding body/bodies.

24.1.6 This policy also sets out the principles which allow members of centre staff and pupils to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

24.2 Purpose of the policy

24.2.1 This policy:

- Encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals.
- Identifies how to report concerns.
- Explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes.
- Provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators.
- Includes a commitment to do everything reasonable to protect the reporter's identity, if requested.
- Sets out how those raising concerns will be supported.

24.2.2 This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Red House School fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

24.3 The Whistle Blower

24.3.1 A Whistle blower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

24.3.2 If the person raising the issue is a worker, this will be considered as Whistle blowing. This includes agency staff and contractors.

24.4 Reporting

24.4.1 If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a pupil or a member of the public (such as a parent) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with the Head.

24.4.2 However, there may be times when it may be more appropriate to refer the issue direct to the board of governors. most often when the allegation is against the head of centre.

24.5 Examples of malpractice

24.5.1 In addition to the centre wide Whistle blowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies.
- A security breach of the examination paper.
- Conduct of centre staff which undermines the integrity of the examination.
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field').
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning).
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations).
- Other conduct which may be interpreted as malpractice/maladministration.

24.6 Whistle blowing procedure

24.6.1 If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

24.6.2 For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA) offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistle blowing rights under PIDA are day one rights. This means that the worker does not need the same two years' service that is needed for other employment rights.

24.6.3 In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved.
- The centre involved.
- The names of staff/candidates involved.
- The regulations breached/specific nature of suspected malpractice.
- When and where the suspected malpractice occurred.
- Whether multiple examination series are affected.
- If the issue has been reported to the centre and what the outcome was.
- How the issue became apparent

24.6.4 Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it.

24.6.5 Alternatively, a worker could consider making a disclosure to Ofqual as a prescribed body for Whistle blowing to raise a concern about wrongdoing, risk or malpractice.

24.7 Anonymity

24.7.1 In some circumstances, the whistle blower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the

issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistle blowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under Whistle blowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

24.7.2 A whistle blower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistle blower.

24.8.1 Pupils

24.8.1 Pupils at Red House School are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to pupils who are undertaking, or who are about to undertake, their courses of study.

Reviewed by: C Fraser, L Roberts and E Auty
February 2024

Ratified by: The Education Committee of the Board of Governors
February 2024

APPENDIX 1: RISK MANAGEMENT PROCESS

Risk and issues	Possible remedial action		Staff (Use 'RACI' to determine who should be listed)
	Forward planning	Action	
Timetabling			
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 school calendar – negotiate with other parties	R - SMT A - RA /CF C - HoDs I - Teachers
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 some time between assessments	R - SMT A - RA/CF C - HoDs I - Teachers
Accommodation			
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, use the dining hall. Senior school - Relocation of teaching rooms for subjects that are set in key stage 3 & 4, third Maths classroom established	R - SMT A - RA/CF C - HoDs I - Teachers
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms /centre facilities	Use of Music House for examinations if extra space for separate invigilation is required. Years 10 & 9 to have examinations at the same time using Sports Hall/Dining Hall.	R - SMT A - RA/CF/SENDCo C - HoDs I - Teachers
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	R - HoDs A - Teachers C - RA/GB I - SMT
Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time	R - HoDs A - Teachers C - RA I - SMT
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	R - HoDs A - Teachers C - RA I - SMT
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		R - HoDs A - Teachers C - RA /CF I - SMT
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	R - RA /CF A - HoDs C - Teachers I - SMT
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	R - HoDs A - Teachers C - RA /CF I - SMT

Supervision			
Pupil study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	R - HoDs A - Teachers C - RA I - SMT
Teaching staff do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff understand nature of controlled assessments and their role in supervision		R - HoDs A - Teachers C - RA I - SMT
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	R - HoDs A - Teachers C - RA I - SMT
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	R - HoDs A - Teachers C - RA I - SMT
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	R - HoDs A - Teachers C - RA I - SMT
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	R - HoDs A - Teachers C - RA /CF I - SMT
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	R - SMT A - CF C - HoDs I - Teachers
Deadlines			
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.	R - HoDs A - Teachers C - RA I - SMT
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the Examinations Officer can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	R - HoDs A - Teachers C - RA/CF I - SMT
Authentication			
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	R - HoDs A - Teachers C - RA I - SMT
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff 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	R - HoDs A - Teachers C - RA I - SMT
Marking			

Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	R - HoDs A - Teachers C - RA I - SMT
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.	R - HoDs A - Teachers C - RA I - SMT

* Not all controlled assessment will require the completion of a study diary or study plans

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

APPENDIX 2: PLAGIARISM POLICY AND PROCEDURES

1 INTRODUCTION

1.1 Red House School is committed to maintaining the integrity of our pupils' learning and our responsibility as an assessment centre, through a clear policy of educating our pupils about the dangers and implications of plagiarism. This is supported by thorough monitoring of pupils' coursework and its drafting process, and through the establishment of clear sanctions for any pupils who fail to adhere to this process.

1.2 We define plagiarism as 'the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own' (Joint Council for Qualifications notice on 'Plagiarism in Examinations'). This mostly refers to copying from published texts whether these are in print or on the internet.

1.3 Some examples of plagiarism are listed below. This list is merely illustrative and not exhaustive but it does indicate the range and forms of academic dishonesty occasionally practised by some pupils:

- Copying and submitting another pupils essay, calculations, results, etc.
- Copying, or closely copying sections from text, without acknowledging the source.
- Using a choice phrase or sentence that they have come across.
- Submitting all or part of another pupil's essay, coursework or other work.
- Getting someone else or an agency to write assessments or projects.
- Using text downloaded from the internet.
- Copying or downloading figures, photographs, pictures or diagrams without acknowledging the sources.

1.4 Factors contributing to the rise in plagiarism include:

- The increasing pressures on pupils to succeed.
- Pupils' lack of awareness of the regulations.
- Pupils' failure to allow time to meet deadlines.
- Pupils' lack of skill in using/acknowledging source materials.
- The greater availability of internet resources.
- The growth of websites providing bespoke coursework and pupils' belief that their plagiarising will not be monitored.

2 PREVENTING PLAGIARISM

2.1 Red House School has clear policies on how we will support, monitor and sanction pupils in relation to plagiarism, set out below:

2.2 Pupils in Years 10 and 11 will receive copies of the Ofqual 'Using Sources: A guide for pupils: Find it - Check it - Credit it' booklet <http://www2.ofqual.gov.uk/files/2009-12-24-plagiarism-pupils.pdf>, and an assembly annually in the Spring Term, as part of their PSHE programme on academic honesty and acknowledging source material. In the assembly, pupils will be made aware of the penalties of malpractice.

2.3 The dissemination of the leaflet and the assembly will be delivered by the Assistant Head (Academic). The pupils will also receive clear guidance from academic teaching staff on plagiarism in relation to coursework.

2.4 Staff will set reasonable deadlines for pupils for the submission of work and provide reminders.

2.5 Following the assembly on Plagiarism, pupils will sign a declaration that they have understood what plagiarism is, and what the penalties are; this will be reinforced by academic teaching staff when they sign their coursework/ controlled assessment submission documentation.

3 MONITORING PLAGIARISM

3.1 Staff will be supported in the clues to spotting plagiarism, how to keep watch on content, style and presentation, and how to confirm and report plagiarising. This information will be available in the staff handbook and through Heads of Department.

3.2 Pointers to look out for include (note: this list is merely illustrative and not exhaustive):

- Varying quality of content;
- Well-written passages containing detailed analyses of relevant facts alternating with poorly constructed and irrelevant linking passages should give rise to suspicion;
- The use of a mixture of English and American vocabulary or spellings can be a sign that the work is not original;
- If the piece contains specialised terminology, jargon, obscure or advanced words, the teacher should ask if this is typical of this level of candidate and reasonable;
- Irregularities in the style of punctuation which are regular and consistent;

- Differences in the style or the tone of writing. For example, if a candidate uses material from textbooks alongside items from popular magazines, the change of tone between the two should be marked;
- Changes in the level of sophistication of the sentence structure. Is this the sort of language that can be expected from the candidate? Is the use of language consistent?
- Lack of references in a long, well-written section could indicate that it had been copied from an encyclopaedia or similar general knowledge source.

4 CONFIRMATION OF PLAGIARISM

4.1 If a pupil is suspected of plagiarism, the next step is to try to locate the source.

4.2 The easiest method is to type a four to six word phrase from the text (preferably one with an unusual phrase in it) directly into a search engine such as Google and perform an exact phrase search.

4.3 If the article was copied from the free, visible website, there is a good chance this approach will find it, particularly if a few search engines are tried.

4.4 Another method is to look through the web-sites that pupils use, as these are common sources for essays and assignments.

5 SANCTIONS FOR PLAGIARISM

5.1 If suspicions of plagiarism are confirmed, and the candidate has not signed the declaration of authentication, Red House School will resolve the matter internally. On a first instance, this could include:

- Calling in parents/guardians for interview.
- A one-day internal suspension.
- Internal circulation of the pupils' details to the Head of Year, all relevant Heads of Department and subject teachers and SMT.
- Consideration of dis-application of the pupil from one or more examinations.
- Strict deadlines for redrafting/rewriting of plagiarised coursework and a signed declaration of future intent/adherence to policy (recognising that this could include barred entry from examinations).
- If the pupils has already signed the declaration of authentication, or have committed a second plagiarism offence, the case will be reported to the Awarding Body, as detailed by JCQ.

APPENDIX 3: PUPIL ACCEPTANCE OF THE PLAGIARISM POLICY



RED HOUSE
SCHOOL

INSERT DATE

Dear Pupil

RE: Acceptance of Red House School's Plagiarism Policy

I understand that the term plagiarism means 'the practice of taking someone else's work or ideas and passing them off as my own.'

I understand that GCSE coursework often involves researching information from sources such as text books, encyclopaedias, journals, TV and radio programmes and the internet; and that any work that I submit for assessment must be my own work and that I must acknowledge any sources that I have used.

I understand that examples of plagiarism include:

- Copying and submitting another pupil's essay, calculations, results, etc.
- Copying, or closely copying sections from a text, without acknowledging the source
- Using a choice phrase or sentence that you have come across
- Submitting all or part of another pupil's essay, coursework or other work
- Getting someone else or an agency to write assessments or projects
- Using text downloaded from the internet
- Copying or downloading figures, photographs, pictures or diagrams without acknowledging the sources

I understand that if the coursework that I have submitted for my GCSE is plagiarised then this constitutes malpractice and I will be penalised, which could result in my disqualification from the examination or my entire GCSE examination series.

Declaration

I have read and understood the above. I confirm that I will produce GCSE coursework which is my own work and without assistance other than that which is acceptable under the examination boards scheme of assessment.

Name: Form:.....

Signature:.....Date:

APPENDIX 4: CONFLICT OF INTEREST (EXAMINATIONS) POLICY

1 INTRODUCTION

1.1 Red House School is required to have in place a Conflict of Interest (Examinations) Policy that enables us to identify, manage and mitigate any potential conflicts of interest. All staff and other individuals have a responsibility to be aware of the potential for a conflict of interest.

2 PURPOSE

2.1 The purpose of this policy is to protect our integrity as a business and the integrity of our qualifications. The policy is also designed to protect our staff by providing guidance on handling possible conflicts of interest that may arise as a result of the School's role in delivering courses.

2.2 This policy:

- Defines what is meant by conflict of interest.
- Describes the role of conflict of interest in the context of working with, or for, an awarding organisation.
- Sets out the responsibilities for managing conflict of interest at each level in the organisation.

3 SCOPE

3.1 This policy applies to all staff and other individuals who interact or potentially interact, with the work of the awarding organisation. This includes individuals involved with any aspects of the creation, marketing, sales, distribution, marking or any other activity connected with qualifications, tests and assessments, and supporting resources and services.

3.2 The individuals falling within the scope of this policy include all staff employed by the School on a full time, part time or casual basis.

4 DEFINITION OF 'CONFLICT OF INTEREST'

4.1 A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if it is not properly managed.

4.2 Conflicts of interest can arise in a variety of circumstances for example:

- Where someone works for or carries out work on the School's behalf, who has friends or relatives taking assessments or examinations.
- When an individual has a position of authority in one organisation that conflicts with his or her interests in another organisation.
- When an individual has interests that conflict with his or her professional position.
- Where someone works for or carries out work on the School's behalf but may have personal interests – paid or unpaid – in another business.
- The Joint Council for Qualifications (JCQ) has specific requirements regarding potential conflicts of interest relating to examinations:

The awarding bodies are required by the qualification regulators to ensure that any Conflict of Interest in relation to the design, delivery and awarding of examinations/assessments is identified, recorded and managed effectively. In turn, centres are required to take all reasonable steps to ensure that the awarding bodies are able to comply with this regulatory condition.

4.3 JCQ's definition of a 'Conflict of Interest':

In this context, a Conflict of Interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a close friend or relative entered for an examination/assessment at your or any other centre. The term 'Related People' is used to cover close friends or relatives. A Conflict of Interest also occurs if any member of your centre's staff is entered for an examination/assessment.

4.4 JCQ's definition of 'Related People':

'Related People' are those with whom the member of staff has a close relationship. It would certainly include spouses, children and siblings, but would also include close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece, etc., would count if the contact with that person was close and frequent.

5 PRINCIPLES

5.1 The School will:

- Review its processes annually to ensure that all conflicts of interest or potential conflicts of interest are managed and resolved.

- Ensure that the contractual arrangements clearly set out any obligations on them to declare and manage conflicts of interest arising from other activities that they undertake.
- Ensure that anyone who has access to confidential assessment material for a qualification understands the confidential nature of the content.
- Ensure that all members of staff declare any interest for friends or family sitting examinations.

6 RESPONSIBILITIES

- 6.1** The Board of Governors have the ultimate responsibility for the Conflict of Interest (Examinations) Policy, dissemination of the policy and management of potential and actual conflicts of interest rests with the Board of Governors.
- 6.2** Heads of Department are responsible for communicating the Conflict of Interest (Examinations) Policy to all relevant individuals within their areas of responsibility annually.
- 6.3** All departments are required to review their procedures annually to ensure that they anticipate and manage potential or actual conflicts of interest.
- 6.4** The Assistant Head (Academic) is responsible for ensuring that all new staff receive conflict of interest information.
- 6.5** Any potential or actual conflict of interest must be documented by the Head of Department. The Assistant Head (Academic) must either resolve the issue or, for issues that cannot be resolved at this level, report the issue to the Head and Board of Governors.
- 6.6** The Examinations Officer will ensure that all JCQ requirements are adhered to and will maintain appropriate records accordingly. (See Appendix 4 in the Appendix)
- 6.7** Individuals within Red House School have responsibility for ensuring that they are familiar with the Conflict of Interest (Examinations) Policy, any guidelines and complete the 'Declaration of Interest Form. (See Appendix 5 in the Appendix)
- 6.8** All individuals will be required annually to read and understand the Conflict of Interest (Examinations) Policy.
- 6.9** The most important feature of the policy is the requirement that an individual disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether or not it represents a conflict of interest it should be reported.
- 6.10** The individual and their Head of Department, if applicable, are equally responsible for ensuring that the issue is documented carefully.
- 6.11** An individual may wish to raise concerns relating to conflict of interest directly with their Head of Department, if applicable. This may be done in confidence and they are entitled to receive a response to their concerns.
- 6.12** If the 'individual' is also the Head of Department, or for departments with one only member of staff, they may discuss their concerns relating to conflict of interest directly with the Assistant Head (Academic).
- 6.13** Any staff member considering paid or unpaid work outside of the school should inform their manager if they think there is any potential for a conflict of interest. If the staff member is unsure whether a conflict of interest might arise, they should discuss this with their Head of Department first, or the Assistant Head (Academic) if the 'individual' is also the Head of Department, or for departments with one only member of staff. The Assistant Head (Academic) should contact the Head if they need advice on whether a situation presents a conflict and a record should be kept of the discussion. A staff member must not take on any such activities that could be deemed to compete or conflict with the School's activities.
- 6.14** Prior to each examination series all staff and other individuals, must inform the Head and the Examinations Officer of any candidates being entered for its examinations at the school and also at any other examination centre who are family members, other relatives or friends by completing the form in Appendix 5 in the Appendix.
- 6.15** The Head is responsible for escalating reports of actual or potential conflicts of interest to an appropriate level within the business and, when necessary, to the Board of Governors.
- 6.16** The Head will begin an investigation of any issues identified within 48 hours. A preliminary report will be made available to the Board of Governors within 5 working days.

APPENDIX 5: CONFLICT OF INTEREST LOG (INSERT DATE)

Date	Staff name & job title(s)	Interest declared	Nature of any potential Conflict of Interest	Specific Conflict of Interest	Steps being taken to manage the risk represented by any Conflict of Interest
	<i>Example</i>	<i>Sitting exam/assessment at this centre</i>		<input type="checkbox"/> <i>Declared to awarding body</i>	<i>The following protocols are in place: (to prevent the member of staff having access to exam/assessment materials prior to the exam/assessment and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials)</i>
				<input type="checkbox"/> <i>Declared to awarding body</i>	
				<input type="checkbox"/> <i>Declared to awarding body</i>	
				<input type="checkbox"/> <i>Declared to awarding body</i>	
				<input type="checkbox"/> <i>Declared to awarding body</i>	
				<input type="checkbox"/> <i>Declared to awarding body</i>	
				<input type="checkbox"/> <i>Declared to awarding body</i>	
				<input type="checkbox"/> <i>Declared to awarding body</i>	

This log will be kept for a minimum of one year after results have been issued for the relevant exam series

APPENDIX 6: DECLARATION OF INTEREST FORM (INSERT DATE)

The awarding bodies are required by the qualification regulators to ensure that any Conflict of Interest in relation to the design, delivery and awarding of examinations/assessments is identified, recorded and managed effectively. In turn, centres are required to take all reasonable steps to ensure that the awarding bodies are able to comply with this regulatory condition.

A Conflict of Interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a close friend or relative entered for an examination/assessment at your or any other centre. A Conflict of Interest also occurs if any member of your centre's staff is entered for an examination/assessment.

Therefore, centres are required to inform the awarding bodies for any of their specifications of any specific Conflict of Interest. To ensure our centre complies, you **must** declare (by ticking) any of the statements that apply to you and complete the required information in the white boxes.

Your name		Your job title(s)	
Subject(s) you teach (if applicable to your role)			

I will be sitting an exam/assessment at this centre in the Summer 2024 exam series

Qualification(s) I am to be entered for	Awarding body	Qualification type	Specification (subject)
Steps I have taken to seek an alternative centre at which to sit the qualification(s)			

I have access to confidential assessment materials (in the centre's secure storage facility and/or through an awarding body secure extranet site) and I am entered for an exam at another centre in the Summer 2024 exam series

Qualification(s) I am entered for	Awarding body	Qualification type	Specification (subject)
Entering centre name			
Entering centre number			

'Related People'

'Related People' are those with whom you have a close relationship. It includes spouses, children and siblings, close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece, etc., would count if the contact with that person was close and frequent.

- I have access to the centre's secure storage facility and I have a one or more 'Related People' sitting exams, at this centre or elsewhere (*where more than one related person complete a separate form*)

Name of related person (the candidate)			
Where the candidate is sitting	<input type="checkbox"/> This centre <input type="checkbox"/> Another entering centre (<i>tick box as applies</i>)		
Candidate number (if this centre)		Relationship to me	
Entering centre name			
Entering centre number (if known)			

- I am involved in making assessment decisions for centre-marked components for 'Related People' (*where more than one related person, please complete a separate form*)

Name of related person (the candidate)			
Candidate number		Relationship to me	
Qualification(s) candidate to be entered for	Awarding body	Qualification type	Specification (subject)

- I have none of the above statements to declare

Date declaration(s) made:

Signature to confirm declaration(s):

This completed form (including date and signature) must be returned to the Examinations Officer by 8 March 2024.

The declaration(s) you have provided will be used to inform the relevant awarding body/bodies where a specific Conflict of Interest is identified and to record the steps being taken by the centre to manage the risk represented by any Conflict of Interest. You will be informed where any steps directly affect you.

All records are subject to inspection by the JCQ/awarding body on request and will be kept for a minimum of one year after results have been issued for the relevant exam series.

FOR HEAD OF CENTRE/EXAMINATIONS OFFICER USE ONLY

Date	Action
	Completed declaration form received.
	Recorded on Conflict of Interest log.
	Awarding body/bodies informed of specific Conflict of Interest (where applicable).
	Member of staff informed of steps to manage the risk represented by specific Conflict of Interest.

APPENDIX 7: EXAM ACCESS POLICY

1 CRITERIA FOR GRANTING A READER IN GCSE EXAMS

1.1 A reader may be granted at GCSE as an appropriate access arrangement if this has been established as the pupil's normal way of working in school. The SENCo will look carefully at each pupil's learning profile.

1.2 Evidence the SENCo will consider:

- Reading has taken place in class for pupils on a regular basis and / or they have had extended reading material in advance of a lesson.
- Pupils have needed Literacy support during their time at Red House.
- A reader is the pupil's normal way of working in school tests and assessments.
- Standardised scores below SS85 for reading accuracy/ speed / fluency.

2 INFORMATION FOR CANDIDATES: READER/COMPUTER READER

2.1 You may be allowed someone to help with reading the exam paper. Alternatively, if you usually work with a computer reader, you may be allowed to use it in the exam. You will be working in a room separate from the main hall.

2.2 You can ask the reader to:

- Read all or part of the examination paper, as many times as you like.
- Read back any of your answers.

2.3 The reader cannot:

- Read any of the questions or passages to you in a paper (or sections of a paper) which is testing reading, for example, the reading papers in English and Modern Foreign Languages. However, you can use a computer reader or exam reading pen to read the questions and passages in a paper testing reading.
- Explain or clarify any of the paper. They can only read word for word from the paper, and will only re-read if you ask them to.
- Read symbols (e.g. x or +) or unit abbreviations (e.g. cm or kg). The reader will point to these, but in most cases, they will not be able to read them out to you. Please ask the person who gave you this sheet if you need more information about this.
- Help you to choose which questions to do.
- Tell you when to move on to the next question, or in what order to do the questions.