



ST. JOSEPH'S COLLEGE
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Examinations Policy

Policy Owner Exams, Data, Reporting and Compliance Manager	Associated documents JCQ Documents	Legal Framework
Review by SLT	Review frequency Annually	Next Reviewed date February 2026



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Examinations Policy

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About this Policy

This policy relates to all sections of St. Joseph's College, including the Early Years Foundation Stage.

St. Joseph's College is committed to ensuring that the examinations management and administration process is run effectively and efficiently. This examination policy will ensure that:

- all aspects of the St. Joseph's College examination process are documented, and other relevant examination-related policies, procedures and plans are signposted
- the workforce is well informed and supported
- all College staff involved in the examinations process clearly understand their roles and responsibilities
- all examinations and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that
- "... the integrity and security of the examination/assessment system is maintained at all times and is not brought into disrepute." [JCQ General Regulations for Approved Centres (GR) 1.1]
- examination candidates understand the examinations process and what is expected of them

This policy is reviewed annually to ensure ways of working in the College are accurately reflected and that examinations and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant College staff.

Responsibility overview

"The head of centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/ assessments" [GR 2.3]

The head of centre may not appoint themselves as the examinations officer." [GR 2.5]



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The Head and Senior leadership team will:

- understand the contents, refer to and direct relevant College staff to annually updated JCQ publications including:
 - General regulations for approved centres (GR)
 - Instructions for conducting examinations (ICE)
 - Access Arrangements and Reasonable Adjustments (AA)
 - Suspected Malpractice in Examinations and Assessments (SMEA)
 - Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting controlled assessment and coursework)
- ensure the College has appropriate accommodation to support the size of the cohorts being taught
- ensure the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to by the end of October confirming they are both aware of and adhering to the latest version of the JCQ regulations and instructions for conducting examinations and approves the Head of Centre formal declaration
- ensure the Exams, Data, Reporting and Compliance Manager (EO) attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the examinations process to be effectively managed and administered
- ensure College staff are supported and appropriately trained to undertake key tasks within the examinations process
- ensure College staff undertake key tasks within the examinations process and meet internal deadlines set by the EO
- ensure that 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, is not an invigilator during the timetabled written examination or on-screen test
- ensure security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions including
 - the location of the College's secure storage unit is in an area solely assigned to examinations
 - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
 - that arrangements are in place to check that the correct question paper packets are opened by authorised members of College staff
- ensure risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place
- ensure that the SENDCo and the centre's appointed assessor undertake regular CPD such as attending an annual update course on these regulations



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- ensure that the SENDCo has sufficient time to both manage the access arrangements process within the centre and familiarise themselves with the JCQ document Access Arrangements and Reasonable Adjustments
- support the SENDCo in identifying, determining and implementing appropriate and practicable access arrangements and reasonable adjustments

The SENDCo will:

- work with the centre's appointed assessor to ensure a consistent, joined-up process, allowing the SENDCo to discuss individual candidate cases with the assessor
- only process applications where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place
- will ensure approved access arrangements/ reasonable adjustments are put in place for internal school tests, mock examinations and examinations
- must ensure that the appropriate paperwork is on file and available for inspection

Examinations contingency plan

Please refer to the College's Examinations Contingency policy.

Child protection/Safeguarding policy

Please refer to the College's Safeguarding policy.

Data protection policy

Please refer to the College's Data Protection policy for Pupils and Parents.

The following information is in line or in addition to the guidance contained within the Student Examination Handbook issued to all Candidates prior to the start of their first external examination.

The Examination Cycle - Information and Practice

In Year 9, following guidance from staff and discussion at interview with parents and pupils we endeavour to ensure that an appropriate curriculum for each pupil is followed in Years 10 and 11.

Entries will be organised by the Exams, Data, Reporting and Compliance Manager in conjunction with the Head of Department.

During Year 11 and at the commencement of Year 12 students discuss their programme with their tutor and a programme of A Levels is agreed as appropriate.

Regular reviews of each pupil can lead to a modification of their programme in Years 10, 11, 12 or 13, in order to ensure that each pupil reaches their full potential in external examinations.

Monitoring of examinations is conducted by the College Deputy Head (Senior). Following the publication of public examination results in the summer, there is a results analysis meeting involving the relevant Head of Section, the Assistant Head (Curriculum & Tracking), Assistant Head (Teaching and Learning), SENDCo and Head.



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Internal examination results are analysed through results analysis meetings organised by the Assistant Head (Curriculum & Tracking) and Assistant Head (Teaching and Learning)

Examinations Entry

Pupils in Years 10 to 13 are monitored by their Tutors and Head of Section. If a pupil or their teacher feels that she/he is unable to make progress in one of their subjects, or that their total programme is too heavy, this is discussed with parents and the Head/College Deputy Head (Senior). If it is agreed that this is the case, then a subject may be dropped.

Subject entry requirements are detailed in the Sixth Form Prospectus for all A Level subjects.

Progress for all students is monitored closely, and it is sometimes agreed that a subject should be dropped in order for the student to spend more time on their other subjects. Such a discussion may take place after the publication of the internal assessments or summer examination results. A student's complete programme and their requirements for Higher Education are kept in mind whilst making any recommendations affecting subjects to be dropped or continued.

Examination Regulations

It is the candidate's responsibility to read and understand the rules and regulations issued by the examination boards in the document called Notice to Candidates. The Notice will always be provided with the candidate's examination timetable and a larger copy displayed outside of each examination room, together with the Warning to Candidates poster.

Location of Examinations

Most GCSE and A level examinations will take place in the College Hall or Chapel.

On the day of the Examination

Candidates should arrive in good time for their examination, this means at least half an hour before their start time. Normal public examination start times at the College are:

Morning Examination – 9am – candidates arrive by 8.30am
Afternoon Examination – 1.30pm – candidates arrive by 1.00pm

Candidates (with the exception of external candidates) in Year 11 and 10 should make their way to the F14 and wait quietly outside awaiting registration and further instructions. Sixth form students will register and wait in Cafe Oak before being given further instructions.

Identification of Candidates

Candidates will receive a 4-figure examination number that refers to only them throughout all their examinations at the College. In most examinations they will be seated according to this number. A candidate card will be present on each desk containing their name, candidate number and a photo of the candidate so that invigilators can carry out identification checks. Candidates must always ensure to sit at the correct desk.



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The College does not accept entries from external candidates for any examination.

Late and Absent Candidates

Candidates who are late

Candidates who are running late and will miss the start of the examination, must telephone the College. They will then be informed how long they have left before they are refused entry into the examination. Late candidates should be escorted to and into the venue, as instructed by the Exams, Data, Reporting and Compliance Manager or member of SLT.

JCQ regulations state that:

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

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

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

The Exams, Data, Reporting and Compliance Manager will ensure that invigilation supervision is in place for the duration of the candidate's examination.

Very late candidates

JCQ regulations state that a candidate will be considered very late if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.3(w)0pm for an afternoon examination. (JCQ Published Start Times are 9am and 1.30pm).

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

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

JCQ regulations state that:

- When deciding whether to accept any of the work done by a candidate who arrives very late, the awarding body will pay particular attention to how far it can be sure that the security of the examination has been maintained.
- Given that candidates may have left the examination room one hour after the awarding body's published starting time, the awarding body is unlikely to be able to accept the work of very late candidates unless they have been adequately supervised.



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Candidates Absent from an Exam

If a candidate is going to be absent from a written examination, they or their parent/carer should tell the school office as soon as possible before the examination begins, giving full details of the reason for absence. Misreading of the timetable is not accepted as a satisfactory explanation of absence.

Candidates who miss an examination due to illness, must telephone the College as soon as possible on the morning of the examination, and a medical certificate must be sent into the Examinations Office within three days of the examination that was missed, so that it can be used in an application for special consideration should the candidate be deemed to meet the criteria for this by the College.

Candidates who feel unwell before or during an Examination

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

If we know a candidate may become unwell during the examination, the Senior Invigilator will aim to seat the candidate near an exit to make them feel more comfortable and to limit the potential disruption to others within the examination room.

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

If a candidate is present for an examination but they or their parents feel that their performance has been hindered by illness, a signed letter from the candidate's GP should be obtained as soon as possible after the examination, explaining the circumstances, and forwarded to the Exams, Data, Reporting and Compliance Manager for inclusion with an application for special consideration if the school feel that the candidate meets the published JCQ criteria.

Student Malpractice

The Head will:

- report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice
- if the irregularity is discovered prior to the candidate signing the declaration of authentication form, investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body
- if the irregularity is identified after the candidate has signed the declaration of authentication, submit full details of the case to the relevant awarding body at the earliest opportunity



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- supervise all investigations resulting from an allegation of malpractice
- ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation
- respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of College staff, candidates and any others involved

Teacher Malpractice

- The College will carry out an investigation where it is evident that a teacher has helped a candidate with their controlled assessment or NEA beyond the guidelines contained within each specification
- Where there is malpractice, it will be dealt with under the disciplinary policy of the school and the awarding body will be informed

Malpractice in Public Examinations

The College adheres to the JCQ regulations in all cases of malpractice in public examinations.

Bags, books or notes are not allowed in the examination room. Bags etc. should be secured as they would normally be or left in the F14.

Mobile phones, pagers, organisers, music players, headphones, watches, smart watches, smart glasses or any type of electronic communication or storage device are not allowed in the examination room or into any room being used for 'Secure Supervision' either before or after an examination. (with the exception of those mobile phones used for monitoring blood glucose levels in diabetic students')

Mobile phones must be switched off before candidates enter the F14, and must be handed to the member of staff taking the register in the F14 for safe-keeping. At the end of the examination, it can be collected from reception. Only mobile phones will be looked after in this way.

The College cannot take any responsibility if they are lost/damaged or stolen. If a mobile phone, smart watch, smart glasses, pager or any other electronic communication device is found in a candidate's possession during an examination or during secure supervision then the device will be taken from the candidates and a malpractice report made to the appropriate examination board. No exceptions will be made.

Food and Drink in the Examinations Room

A drink of water in a clear plastic bottle, with the label removed may be allowed to be taken into the examination room. Candidates will not be allowed to leave the examination room to refill a bottle of water, and invigilators cannot leave to do this either.

Chewing gum and any other food or drink is not allowed in the examination room and may be confiscated.



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Toilet Breaks

Candidates will not be allowed to leave the examination room for a toilet break if the examination is less than 2 hours in duration. Candidates should always make sure to go to the toilet before they line up to enter the examination room.

Toilet passes will be issued to candidates who produce a medical note or a note from a parent notifying the College of a problem. This note should be presented to the Exams, data, Reporting and Compliance Manager who will organise the toilet pass.

Application of Special Consideration

Special Consideration can only be applied for a candidate if something has seriously affected their performance on the day of an examination. Examples of acceptable reasons for application are a bereavement of a close family member or friend, injury, illness with the evidence of a doctor or medical note.

Results

GCSE and A Level results day dates will be published in the Candidate Examination Handbook prior to the first examination, in addition to the College's Calendar.

Certificates

Certificates are issued if you achieve grade 9 to 1/ Pass, Merit, Distinction at GCSE, or A to E at AS/A2 level. These arrive in the College during November after the examinations, with certificates are able to be collect at the annual Alumni drinks in December to Years 11 and 13.

Certificates will be retained for a minimum of 12 months before they are securely destroyed. Any destruction of certificates will be documented.



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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	HoD’s Assistant Head (Curriculum & Tracking) Exams, Data, Reporting and Compliance Manager
Too many controlled assessments and NEA close together across GCSE subjects	Plan controlled assessments and NEA so they are spaced over the duration of the course	Space controlled assessments and NEA to allow candidates sometime between them	HoDAssistant Head (Curriculum & Tracking)
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments and NEA	Use more than one classroom or multiple sittings where necessary	Assistant Head (Curriculum & Tracking) /HOD Site Team
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / College facilities		Assistant Head (Curriculum & Tracking) / HoD Site Team

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			



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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	HoD Tech Support Exams, Data, Reporting and Compliance Manager
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment and NEA schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment and NEA schedule	Exams, Data, Reporting and Compliance Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams, Data, Reporting and Compliance Manager
Absent candidates			
Candidates absent for all or part of assessment (various reasons)		Plan alternative session(s) for candidates	HoD Assistant Head (Curriculum & Tracking)

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoD
Supervision			
Student 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	HoD
Teaching staff do not understand that the supervision of controlled	Ensure teaching staff fully understand the nature of controlled assessments		HoD



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assessments is their responsibility	and their role in supervising assessments		
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		HoD Assistant Head (Curriculum & Tracking)) Exams, Data, Reporting and Compliance Manager

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HoD
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams, Data, Reporting and Compliance Manager
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams, Data, Reporting and Compliance Manager
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the College	Exams, Data, Reporting and Compliance



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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	HoD
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	HoD Exams, Data, Reporting and Compliance Manager
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	HoD
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HoD Assistant Head (Curriculum & Tracking)
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking	Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and



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			practicing of marking
College does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HoD



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Access Arrangements Policy

This policy should be read in conjunction with the College's Learning Support Policy and Accessibility Plan.

What are access arrangements and reasonable adjustments? Allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments' and St Joseph's College is annually inspected by the JCQ to ensure compliance.

What is meant by Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but

are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs ;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

The centre must ensure that approved adjustments can be delivered to candidates. **Types of access arrangements and reasonable arrangements**

Please see below the main reasonable adjustments made for candidate at College

Rest Breaks – These must be trialled before extra time is investigated. These are for candidates with concentration difficulties (ADHD), extreme stress or other medical conditions.



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Extra time:- For candidates who slow processing in or work substantially slower than peers.

Reader (electronic):- For candidates who need support with reading text.

Scribe:- Implemented by using a laptop with spelling and/or punctuation enabled. For candidates who struggle with legibility of handwriting and/or spelling makes work produced incomprehensible.

Word Processor:- For candidates who meets the Word Processing policy criteria. Please note this concession does not have SPAG enabled.

Prompter:- For candidates who lose attention and need prompting to regain focus

Fidget Toy:- For candidates who uses silent toys as part as their normal way of working for self-regulation.

Purpose of the policy

The purpose of this policy is to confirm that St. Joseph's College has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements, as outlined in the JCQ General Regulations for Approved Centres.

This policy is maintained and held by the SENDCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENDCo is storing documentation electronically they will create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents and will be available for inspection.

The policy will be reviewed annually to ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments.

General principles

St Joseph's College will make decisions on appropriate access arrangements for their candidates and ensure the JCQ regulations are followed.

Although professionals from other organisations or privately commissioned reports may give advice and be taken into consideration, they cannot make the decision for the centre nor negate the necessity for the College to follow the JCQ regulations.

The College considers a student to have a 'learning difficulty' if they have a significantly greater difficulty in learning than the majority of children of their age.

Or



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They have a disability that either prevents or hinders them from making use of the educational facilities of a kind generally provided for children of their age in mainstream schools.

The existence of a medical diagnosis, physical disability or diagnosis in itself does not imply that the candidate in question has special educational needs and therefore be in need of access arrangements.

The principles for St. Joseph's College to consider include:

- All communications regarding investigation into access arrangements or reasonable adjustments are firstly initiated by the subject teacher
- Any access arrangement is the normal way of working for the candidate
- The candidate is deemed to be at a substantial disadvantage due to persistent and significant difficulties in learning compared to the majority of students of their age.
- The integrity of the assessment is maintained
- Access arrangements/reasonable adjustments are considered on a subject by subject basis as methods of assessments may vary, leading to different demands of the candidate.
- Access arrangements/reasonable adjustments are processed at the earliest opportunity.
- Only access arrangements which are approved by the JCQ will be implemented in formal exams
- As candidates must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) they must be in place before the Mock exams

SENDCoSENDCo

At St. Joseph's College, assessments are carried out by:

an appropriately qualified assessor(s) appointed by the Head of Centre in accordance with the JCQ requirements

Details and qualification(s) of the current assessor(s)

- Mrs Jo-Anne Elliott - SENDco (CPT3A, MBPsS & RQTU :349338, QTLS -AJ002696)
- Ms Sophia Butler - Specialist teacher, with a current SpLD APC (SB101/256)
- Dr Chris Wood – Educational Psychologist - PYL31624

Additional information:

All privately commissioned reports are rejected as per the guidance in the JCQ regulations however they will be used for providing contextual and historical information. It is expected that parents provide all relevant information regarding potential specialist educational needs, medical needs and learning difficulties to College in a timely manner, for example during the admissions process.

For learning difficulties or applications on Form 8's, arrangements must be made for the candidate to be seen and assessed by the centre's appointed assessor (AA 7.5)



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A privately commissioned assessment, where the centre has not been involved, will not be used to award access arrangements and cannot be used to process an application using Access arrangements online

The SENDCo, with support from the teaching staff and members of the Senior Leadership Team will be responsible for collating evidence

The SENDCo will work with teaching staff and the Exams, Data, Reporting and Compliance Manager to ensure that approved access arrangements are put in place for examinations and assessments

The SENDCo manages the process of Access Arrangements for Medical, Learning Difficulty and Temporary applications. They will process the applications online and hold the evidence for inspection purposes for all external examinations

Picture of need/normal way of working

Subject teachers will initially make contact with parents when a picture of need is emerging in their subject. They provide evidence to the SENDCo on the picture of need for the candidate and the normal way of working in the classroom and assessments.

Teachers will use standardised assessments in key skills, such as reading and handwriting speed. In addition to monitoring of exam performance in comparison to predicted performance and normal classroom behaviours.

Additional information:

Background information is collated from a variety of sources. The College uses appropriate computer assessments to help teachers identify SEN. These assessments are conducted in Year 7, 9 and 12 where needed.

Teachers track progress of pupils and results are discussed and analysed at set points during the yearly cycle.

Specialist reports should be provided by parents, during the admission process or when received. These will provide 'background information' only on diagnosis and classroom recommendations.

Teachers also provide background information on 'normal way of working' in years.

7,8 and 9. This information is collated by the SENDCo and entered on the relevant JCQ form to show the picture of need.

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval will be processed as per JCQ regulations.



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Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ document Access Arrangements and Reasonable Adjustments.

Deadlines apply for each examination series for submitting applications for approval using AAO.

Online applications will only be processed where the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. This will be on a subject by subject basis.

Centre delegated arrangements/adjustment

Decisions relating to the approval of centre delegated arrangements/adjustments are made by the SENDCo.

All appropriate evidence, where required by the arrangement, is held electronically. □

Roles and responsibilities

- SENDCo to submit applications for approval before the JCQ deadline
- -Exams Officer - to order modified papers

The SENDCo keeps any available records of these and informs the Exams, Data, Reporting and Compliance Manager of all Centre delegated arrangements/adjustments.



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Word Processor Policy

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for Conducting Examinations.

Purpose of the policy

This policy details how the College manages and administers the use of word processors (including laptops) in examinations and assessments.

Principles for using a word processor

The College complies with Adjustments for Candidates with Disabilities and Learning Difficulties Regulations and Guidance booklet as follows:

- Candidates with access to word processors are allowed to do so in order to remove barriers which prevent them from being placed at a **substantial disadvantage** as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis
- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

- in the classroom; or
- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests and mock examinations



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The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

The College complies with Adjustments for Candidates with Disabilities and Learning Difficulties Regulations and Guidance booklet as follows:

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) or on in alignment with needs
- Only grants the use of a word processor to a candidate where it is their normal way of working within the College
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, a medical condition, a physical disability, a sensory impairment, illegible handwriting, planning and organisational problems when writing by hand, temporary medical condition, such as a broken arm)
- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen
- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

The College complies with the JCQ Instructions for conducting examinations (ICE) *word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used



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- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of College staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates will be present to verify that the work printed is their own
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the College is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet, internet or any other means of communication
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe



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Laptops

The College further complies with ICE instructions by ensuring:

- the battery capacity of all laptops is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their College number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Exam Write Pad
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own



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The criteria St. Joseph's College uses to award and allocate word processors for examinations

A word processor may be awarded and allocated to a candidate where it is shown that the candidate has a firmly established need, and that it reflects their normal way of working within the College. By not being awarded a word processor they would be at a substantial disadvantage when compared to other candidates.

A candidate may be awarded and allocated the use of a word processor if they have -

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor/illegible handwriting

Examination compliant word processors will be provided by the IT department in liaison with the Exams, Data, Reporting and Compliance Manager, who will securely store them in the Data and Examinations office.

Word processors are set up and checked in the examination room by the Exams, Data Reporting and Compliance Manager before the start of each examination. The security of the examination will be maintained at all times, and all candidates will be supervised in accordance with JCQ regulations.

Senior Leadership Team – February 2025



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Alternative Rooming Policy

A decision where a candidate may be approved for alternative rooming within the centre will be made SENDCo.

It is important to note the candidate will be in the Chapel with other candidates. The College aims to ensure the number of candidates in the Chapel does not exceed 25.

The decision will be based on whether the candidate has a significant, substantial and long-term impairment which has an adverse effect and the candidate's normal way of working within the centre.

As per the JCQ regulations nervousness, low level anxiety or being worried about examinations is not sufficient grounds for alternative rooming within the centre.

The SENDCo will make arrangements for a pupil to sit their examination in the Chapel if it is their 'Normal way of working' and:

- Written evidence is provided from a medical consultant or mental health professional which outlines the pupils need, confirms the pupil is disabled as per the Equality Act and explicitly recommends alternative rooming.
- The history of the pupil is known to the SENDCo, for example, evidence provided by previous school and it continues to be the pupil's normal way of working.
- Is a pupil with mental health and/or social/emotional needs who is accessing support within school or via an external agency, for example, CAMHS who has recommended the need for alternative rooming.
- SENDCo has made an assessment that the pupil will be substantially disadvantaged by sitting their examinations in the main examination room.

Pupils need to be aware that they will not be in a separate room alone.

SENDCo

All evidence must be provided before the mock examinations take place.

SENDCo must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

For example, in the case of alternative rooming, the candidate's difficulties are established within the centre and known to a Form Tutor, a Head of Year, the SENDCo or a senior member of staff with pastoral responsibilities and are consistently a barrier all assessments.



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Controlled and Non-Examination Assessments Policy

Introduction

Controlled assessment is a form of internal assessment where the control levels (High, Medium or Low) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most subjects however, work will be marked by the College and moderated by the awarding body.

Non examination assessments (NEA) measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The stages are task setting, task taking and task marking.

Roles and Responsibilities

The Assistant Head (Curriculum & Tracking) will:

- Ensure, on behalf of the Head, that each department carries out and applies the correct conduct for the assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ) and awarding body subject-specific instructions
- Coordinate, where appropriate, a schedule for controlled assessment and NEA to take place
- Map overall resource management requirements for the year. As part of this, resolve:
 - Clashes/ problems over the timing or operation of controlled assessments
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Liaise with the Assistant Head (Wellbeing and Safeguarding) to ensure all relevant controlled assessment events are included on the calendar of events

Heads of Department will ensure:

- The safe and secure conduct of controlled assessment and NEA in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions
- All marking is standardised
- All teachers in each department understand their responsibilities with regard to controlled assessment and NEA, and are familiar with the contents of the JCQ publication *Instructions for Conducting Controlled Assessment* and the publication *Instructions for conducting Non-Examination Assessments*
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject-specific instruction



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- There is a clear policy in the department handbook on the carrying out of controlled assessment and NEA and appropriate staff training takes place on an annual basis
- All confidential materials, together with the work produced by the candidates, are stored securely at all times or held in secure storage, defined as a secure locked steel cabinet, a metal cabinet or similar, within the examination office
- Support Staff are given sufficient notice in which to order and prepare materials needed for assessments
- The SENDCo is informed about any assistance required for the administration and management of access arrangements
- In the case of formal supervision (high level of control), candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents
- A log is kept which contains:
 - The date and time of each assessment together with its title
 - The name of the supervising teacher
 - A list of candidates who were present during the assessment
 - A list of any absent candidates
 - A log of any incidents which occurred during the assessment is kept for each assessment

Teaching staff must:

- Comply with the general guidelines contained in the JCQ publication *Instructions for Conducting Controlled Assessments* and the publication *Instructions for Conducting Non-Examination Assessments*
- Understand and comply with the awarding body specification for conducting controlled assessments and NEA, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times
- Supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the Exams, Data, Reporting and Compliance



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Manager or directly to the Awarding Body by the date required, keeping a record of the marks awarded

- Retain candidates' work securely between assessment sessions (if more than one)
- 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 College
- Staff are encouraged to go through the JCQ *Notice to Candidates (for controlled assessments)* at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice

The Exams, Data, Reporting and Compliance Manager will:

- Enter students for individual units, whether assessed by controlled assessment, NEA, external examinations or on-screen test, before the deadline for final entries
- Enter students' 'cash-in' codes for the terminal examination series
- Take responsibility for receipt, safe storage and safe transmission of candidates' work, whether in CD, digital 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
- Ensure access arrangements have been applied for
- On the few occasions where controlled assessment cannot be conducted in the classroom due to issues of learning support, arrange suitable accommodation where controlled assessment can be carried out

Review of College assessed marking

The College 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.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The College 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.

The College will:

- Ensure that candidates are informed of their College assessed marks so that they may request a review of the College's marking before marks are submitted to the awarding body



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- Inform candidates that they may request copies of materials to assist them in considering whether to request a review of the College's marking of the assessment
- Having received a request for copies of materials, promptly make them available to the candidate
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- Provide a clear deadline for candidates to submit a request for a review of the College's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing
- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline
- Ensure that the review of 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.
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the College
- Inform the candidate in writing of the outcome of the review of the College's marking
- Ensure the outcome of the review of the College's marking will be made known to the Head. A written record of the review will be kept and made available to the awarding body upon request

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 College, whereas moderation by the awarding body ensures that College's marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Appeals against the College's decision not to support a clerical check, a review of marking, a review or moderation or appeal

Following the issue of results, awarding bodies make post-results services (EAR) available. Full details of these services, internal deadlines of services and fees charged are provided by the Exams, Data, Reporting and Compliance Manager.

If the College or a candidate has a concern and believes a result may not be accurate, an enquiry about the result may be requested through one of three services (Clerical re-check, review of marking, review of moderation (this service is not available to an individual candidate) Written candidate consent is required in all cases and can only be collected after the publication of results.



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If the candidate believes there are grounds to appeal against the College's decision not to support an enquiry, an internal appeal can be submitted to the College by completion of the Internal appeals form. The appellant will be informed of the outcome of his/her appeal, before the internal deadline for submitting an EAR.

Where the College is satisfied after receiving the EAR outcome, but the candidate believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made. If the College proceeds with a preliminary appeal, then it will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet.

Candidates or parents/carers are not permitted to make direct representations to an awarding body

Complaints and appeals procedure

Please refer to the College's Complaints policy.



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Internal appeals form

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

FOR COLLEGE USE ONLY	
Date received	
Reference No.	

- ☐ Appeal against an internal assessment decision and/or request for a review of marking
- ☐ Appeal against the College's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Name		Candidate name if different	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below

(If applicable, tick below)

- ☐ Where my appeal is against an internal assessment decision I wish to request a review of the College's marking

If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Candidate signature:

Date of signature:

This form must be signed, dated and returned to the Exams, Data, Reporting and Compliance Manager on behalf of the Head to the timescale indicated in the relevant appeals procedure



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External Candidate Policy

St. Joseph's College will only accept External Candidates for GCSE and A-Level examinations if they have been previously enrolled with, or have a strong connection with the College.

Examinations Available to Private Candidates

Please note that we are only able to accept entries for examinations by the following awarding bodies: AQA, Pearson Edexcel and OCR.

Examinations requiring coursework, practical or speaking elements should be discussed with the College's Exams, Data, Reporting and Compliance Manager.

External Candidates are asked to read this section of the College's Examination Policy before completing the External Candidate Booking Form.

Fees and Deadlines

The College may charge an admin to process your entries, in addition to awarding body entry fees. The College should be notified of your intention to enter by the second week in January to allow the College to meet deadlines set by the awarding bodies.

Completing the Booking Form

You must ensure that all information on the booking form is complete and correct, as it will represent your instructions to us for your examination entries. Please also ensure you enter all cash-in codes for A levels, and appropriate tiers (Foundation or Higher) as required for GCSEs to enable us to make your entries.

It is essential that a UCI number is provided by the candidate, as examination boards will no longer accept entries for candidates without these. If you are unsure of your UCI number please contact your previous school's Exams Officer.

In addition to the completed booking form we will require a form of photographic ID.

Access Arrangements

If you have received access arrangements for examinations in the past the College will require you to contact your previous school's Exams Officer to arrange for the relevant evidence to be sent to the Exams, Data, Reporting and Compliance Manager.

Access arrangements or reasonable adjustments need to be applied for GCSE and A levels. The concessions do not automatically role forward and must be re-applied for under the JCQ regulations.

On The Day of The Exam

Morning examinations start at 9.00am and afternoon examinations start at 1.30pm prompt. Candidates must arrive at the College at least 30 minutes prior to the examination start time and report to the Main Reception.



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Results

Private Candidates are welcome to collect their results from the College on the same day as our own candidates. Uncollected results are posted home after 1pm on results day.

Questions or Problems?

If you have any queries or would like to discuss further, you should contact the Exams, Data, Reporting and Compliance Manager.



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External Candidate Booking Form

Please complete this form to ensure that we have all the details required to complete your exam entry to the awarding bodies. You should return this form by post to the Exams, Data, Reporting & Compliance Manager or email exams@sjcr.org.uk

1. Candidate's personal details (Please use block capitals)	
Title (eg. Mr, Miss, Mrs, Ms, Dr)	
Full Name	
Gender	
Date of Birth	
UCI Number	
Previous Centre Name	
Previous Centre Number	
Full Address	
Post Code	
Telephone Number	
2. Exam details (Please use block capitals)	
Qualification (GCSE, A-Level)	
Subject	
Awarding Body (Exam board)	
Component Code	
Exam Series and Year	June 2025



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Did you have Access Arrangements in your previous Centre? (Yes/ No)	
3. Candidate Declaration: The information contained in this form is true and correct to the best of my knowledge.	
Candidate Signature:	Date:

To see how we comply with the General Data Protection Regulations please refer to our Privacy Notices and Policies.



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Emergency Evacuation Policy for Examinations

This policy is addition to the College's critical incident policy which should also be referred to for incidents.

This policy details how the College deals with an emergency evacuation of the examination room(s) or the partial/full lockdown of the College site, by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

Fire or emergency situation

In the event of a fire or emergency situation the alarms will sound throughout the College.

On hearing this alarm:

- The Exams, Data, Reporting and Compliance Manager will go to the examination room to oversee the evacuation
- Invigilating staff should stop the candidates from writing and close exam papers and booklets
- Invigilators show note the time the examination was stopped
- Invigilating staff should collect the exams attendance registers (**in order to ensure all candidates are present**)
- All candidates to leave all question papers and scripts in the examination room – **Close all Exam Papers and Booklets**
- Candidates should vacate the building, in silence, supervised as closely as possible, by the nearest safe escape route and assemble on the grass outside the dining room (first point) and move to the Prep-side of the Top Field as a secondary point if required. Duty Senior Leadership Member will make the decision should this move be needed.
- Candidates will line up in seating row order away from all other College students on the grass outside the dining room
- Should it be necessary for the candidates to be further away from the building they will move to the Prep side of the Top Field
- Candidates should remain under examination conditions at all times and must not speak with anyone, or they risk malpractice
- Invigilating staff should make a note of the time of the interruption and how long it lasted and always allow the candidates the full working time set for the examination. Write the new finish time on the white boards or update Exam Screen.



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- Make a full report of the incident and of the action taken, and send to the relevant awarding body copy to the Bursar to attach to the Fire Drill return

Procedure for handling bomb threats

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>



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Lockdown

In the event of a site lockdown the College Staff will be alerted to the activation of the lockdown procedure plan by a recognised signal, transmitted throughout the school via the school bells, school radios and repeated verbally. This verbal signal will be:

LOCKDOWN, LOCKDOWN, LOCKDOWN

On hearing this signal:

- The Exams, Data, Reporting and Compliance Manager will go to the examination room to oversee the lockdown and be a line of communication throughout
- All candidates and invigilating staff should remain in the examination room
- The Site Team are to ensure all external doors and as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be locked)
- Invigilating staff should stop the candidates from writing, and have the candidates close their exam papers and booklets until further instructions are provided by the Exams, Data, Reporting and Compliance Manager to continue
- Invigilating staff should make a note of the time of the interruption and how long it lasted and always allow the candidates the full working time set for the examination
- Make a full report of the incident and of the action taken and send to the relevant awarding body.
- Invigilating staff should ensure that candidates remain in examination conditions at all times, or they risk malpractice
- If it becomes necessary to evacuate the building, the fire alarm will be sounded, and standard fire evacuation procedures followed

Partial lockdown is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate. In the event of an air pollution issue, air vents can be closed (where possible) as an additional precaution. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

Full lockdown signifies an immediate threat to the school and may be an escalation of a partial lockdown. Classroom doors locked (where a member of staff with key is present); Windows locked, blinds drawn, pupils sit quietly out of sight (e.g. under desk or around a corner).



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Invigilation emergency evacuation procedure for examinations

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

- Stop the candidates from writing and have candidate's close exam papers and booklets
- Note the time the examination was stopped
- Collect the attendance register (**in order to ensure all candidates are present**)
- Evacuate the examination room in silence, in line with the instructions given by the appropriate authority
- Advise candidates to leave all question papers and scripts in the examination room with all scripts and exam papers closed
- Candidates should leave the room in silence and under examination conditions
- Candidates should assemble on the grass outside the dining room spaced apart and under exam conditions.
- Should it be necessary the candidates will be moved to the Prep side of the Top Field – Duty Senior Leadership will advise if the candidates need to be moved.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room under examination conditions
- Make a note of the time of the interruption and how long it lasted
- Allow the candidates the full working time set for the examination
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- Make a full report of the incident and of the action taken, and send to the relevant awarding body



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Policy with respect to staff involvement with public examinations

St. Joseph's College has a duty, as a registered Examination Centre for one or more of the UK awarding organisations (exam boards), to uphold the integrity of public examinations. As with other instances of examination maladministration, the sharing of confidential material relating to any current or future ("live") public examination series by any member of staff is prohibited by the Conflict of Interests policies of the exam boards and is likely to constitute gross misconduct.

All staff should seek permission from the Head prior to undertaking any role for an examination board.

Staff engaged by exam boards in various capacities for the setting, marking, moderating and reviewing of public examinations may also be involved in delivering the same examination specifications to pupils at the College. Such staff must remain neutral at all times both with their colleagues and the pupils and must act with the utmost integrity, taking care to manage the potential conflict of interest by ensuring that the examination security is not breached in any way.

All staff must treat as confidential the identity of colleagues involved in examining and must not discuss or speculate on such topics with pupils.

Any member of staff who is concerned about the integrity of an aspect of the public exams process should raise these concerns with the relevant authority in the exam board/JCQ/regulator. Concerns raised about the conduct of exams at the College should be raised with the Head. If a concern relates to the Head, then the Chair of Governors should be contacted.



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Appendix 1

Roles and Responsibilities

- **SENDCO Leadership:** The SENDCO leads the access arrangements process and works with teachers, support staff, and exams office personnel to implement these arrangements.
- **Collaboration:** Teachers and senior leaders are expected to support the SENDCO in identifying and implementing appropriate access arrangements.

Key Responsibilities of the Senior Management Team

1. Support for SENDCO:

- a. Collaborate with the SENDCO to identify, determine, and implement appropriate access arrangements and reasonable adjustments.
- b. Ensure that the SENDCO has the necessary resources and support to effectively manage access arrangements.

2. Leadership and Oversight:

- a. Provide leadership in fostering a school culture that supports inclusivity and the needs of pupils with special educational needs.
- b. Oversee the implementation of access arrangements to ensure compliance with the Joint Council for Qualifications (JCQ) guidelines.

3. Training and Development:

- a. Facilitate training sessions for staff to raise awareness and understanding of access arrangements.
- b. Ensure that all relevant staff are informed about the latest JCQ guidance and school policies related to access arrangements.

4. Policy Development:

- a. Develop and review school policies to ensure they align with national guidelines and best practices regarding access arrangements.
- b. Monitor the effectiveness of these policies and make adjustments as needed.

5. Communication and Collaboration:

- a. Maintain open lines of communication with parents, pupils, and external agencies to ensure a comprehensive approach to meeting the needs of pupils requiring access arrangements.
- b. Collaborate with educational psychologists, medical professionals, and other specialists to support the SENDCO in the assessment and implementation of appropriate measures.



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Role of SENDCO in Access Arrangements

1. Lead on Access Arrangements:

- a. You must lead the process for organizing access arrangements. Ideally, you should also be the designated assessor, which involves assessing pupils' needs, processing applications for arrangements, and maintaining the necessary evidence.

2. Collaborate with Staff:

- a. Work closely with teachers, support staff, and exams office personnel to implement approved access arrangements for internal tests, mock exams, and formal exams.

3. Identify Needs:

- a. Collaborate with teachers to determine the most appropriate format for modified papers and identify which pupils require access arrangements.

4. Liaise with External Agencies:

- a. Work with specialist advisory teachers, educational psychologists, and medical professionals to ensure appropriate provisions are in place for pupils.

5. Ensure Compliance:

- a. Make sure that the arrangements comply with the Joint Council for Qualifications (JCQ) requirements and that all necessary documentation is completed and submitted on time.

6. Support and Training:

- a. Provide training and support to staff on access arrangements and reasonable adjustments, ensuring they understand the needs of the pupils.

Role of Teachers in Access Arrangements:

- 1. Identify Needs:** Teachers should help identify pupils who may require access arrangements by observing their usual way of working and noting any difficulties they face in assessments.
- 2. Collaborate with SENDCO:** Work closely with you, the SENDCO, to determine the most appropriate access arrangements for each pupil, ensuring they reflect the pupil's normal way of working.
- 3. Provide Evidence:** Supply necessary evidence or documentation that supports the need for specific access arrangements. This can include classroom



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observations, records of past assessments, and feedback from parents or other educational professionals.

4. **Implement Arrangements:** Assist in implementing the approved access arrangements during internal assessments, mock exams, and actual exams. This might involve providing extra time, a reader, or alternative formats of exam papers.
5. **Monitor and Review:** Continuously monitor the effectiveness of the access arrangements and provide feedback to the SENDCO to ensure they are meeting the pupil's needs.
6. **Support Training:** Participate in any training sessions provided by the school to better understand how to support pupils with access arrangements.

Eligibility and Evidence

- **Eligible Pupils:** Those with cognition and learning needs, communication and interaction needs, sensory and physical needs, and social, mental health, and emotional needs may be eligible.
- **Evidence Requirement:** Many arrangements require evidence of need when applying. It's crucial that these arrangements reflect the pupil's normal way of working.