



IFIELD SCHOOL

Exams Contingency Policy

Reviewed Date: November 2025

Review Date: November 2026

The Examination Contingency Plan aims to cover all possible disruptions to the examinations process. It is put in place by the Head of Centre and Exams Officer, in discussion with the Leadership Team, to minimise risk to the examination administration and any adverse impact on candidates, for example, should adverse weather prevent an exam from taking place at the school.

This Contingency Plan will only be implemented in the event of a major disruption to the school and any actions taken will be subject to the agreement of the Leadership Team dealing with the specific circumstances being faced. Implementing the plan will safeguard the interests of the candidates, while maintaining the integrity of the examinations and the awarding body requirements.

Also included within this policy are Risk Management Processes, to help ensure that examinations are planned and carried out effectively. These are difficulties that could occur, but with careful thought and planning, can be avoided.

Contents	Page
1. Risk Management Process	3-5
2. Examination Contingency Plan	6-8
3. Succession Arrangements for the Role of the Exam Officer and Exam Assistant	9
4. Appendix 1 - Emergency Evacuation Procedure for Examinations	10
5. Appendix 2 - What to do if the Exams Officer is absent for an Exam	11
6. Appendix 2 - What to do if the Exams Officer is absent for an Exam – Functional Skills Entry Level and Level 1 and Level 2	12-16
7. Appendix 3 - Receiving Exam Papers and Despatching Scripts	17-19
8. Appendix 4- What to do if the Exams Officer is absent during a JCQ Inspection	20
9. Appendix 5 - Exams Officer Absent Long-Term – Key Tasks in the Year	21-23

Risk Management Processes

Possible Risks	Possible Remedial Action	Staff Involved
Timetabling		
Assessment schedule clashes with other activities	Plan assessments well ahead of time (e.g. start of the academic year) for all subjects and check against the school calendar.	Exams Officer and Subject Leaders
Too many assessments close together across subjects	Plan assessments so they are spaced over the duration of the course. This will also allow candidates some time between the assessments.	Exams Officer and Subject Leaders
Accommodation		
Insufficient space in classrooms for candidates	Once group sizes are known, flag instances where regular classroom space may not be suitable. Use more than one classroom or multiple sittings where necessary.	Exams Officer and Subject Leaders
Insufficient facilities for all candidates	Careful planning ahead and booking rooms/ centre facilities.	Exams Officer and Subject Leaders
Downloading Awarding Body Set Tasks		
IT system unavailable on the day of the assessment	Download tasks well ahead of any scheduled assessment date if possible and book IT equipment ahead of time. Ensure IT are aware of these assessments, so support is available in case of any difficulties.	Exams Officer, Subject Leaders and IT Manager
Exams Officer/Teacher/Assessor unable to access task details	Test secure access rights ahead of schedule every year and every session. Ensure Exams Officer/Teacher/Assessor have access rights for the correct area of the awarding body secure sites ahead of time.	Exams Officer, Subject Leaders and IT Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date if possible and report loss to awarding body for replacement and download again as required.	Exams Officer and IT Manager
Candidates		
Candidate is absent for all or part of the assessment	Plan alternative session(s) for candidate if possible. Contact awarding body if necessary to check whether the exam can be rescheduled. Edit the seating plans as necessary. Implement special consideration if required.	Head of Centre, Exams Officer, Subject Leaders, and Pupil Services Officer
Candidate has a scheduling clash for exams or assessments	Exams Officer to liaise with key staff early in the year to ensure they are aware of all assessment dates. Due to these being internal assessments, the school can choose the date.	Exams Officer, Assistant Headteachers and Subject Leaders
Very late candidate	Plan alternative session(s) for the candidate if this is a possibility.	Exams Officer and Subject Leader

Possible Risks	Possible Remedial Action	Staff Involved
Control Levels for Task Taking		
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure Teachers/Assessors know what level is applicable and understand what is involved. Provide training if required. Seek guidance from the awarding body.	Exams Officer, Assistant Headteachers and Subject Leaders
Supervision		
Teachers/Assessors do not understand supervision of Non-Examination Assessments (NEAs) is their responsibility	Ensure Teachers/Assessors understand the nature of NEAs and their role in supervision. Awarding bodies offer a range of training and support as required.	Exams Officer and Subject Leaders
A suitable supervisor has not been arranged for an assessment where the Teachers/Assessor is not supervising	A suitable supervisor must be arranged for any NEAs where a Teachers/Assessors is not supervising, in line with the awarding body specification. Check guidance as to who could provide cover and if in doubt liaise with the awarding body.	Head of Centre and Exams Officer
Task Setting		
Teachers/Assessors fail to correctly set tasks	Ensure Teachers/Assessors understand the task setting arrangements as defined in the awarding body specification. All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification. Seek guidance from the awarding body.	Head of Centre, Exams Officer and Subject Leaders
Assessments have not been moderated as required in the awarding body specification	Check the specification and plan required moderation appropriately and ahead of time. Seek guidance from the awarding body if required.	Head of Centre, Exams Officer and Subject Leaders
Security of Materials		
Assessment tasks not kept secure before assessment	Ensure Teachers/Assessors understand the importance of task security. Request/obtain different assessment tasks.	Exams Officer and Subject Leaders
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with awarding body requirements, for each assessment. Take materials to secure storage if the Teacher/Assessor has no facility to store securely.	Exams Officer and Subject Leaders
Insufficient or insecure storage space	Look at the provision for suitable storage early on in the course. Find alternative spaces ahead of any confidential materials being sent or any assessment work requiring secure storage. If this relates to the exams secure storage facility, this must be highlighted to JCQ due to strict security regulations.	Head of Centre, Exams Officer and Subject Leaders

Possible Risks	Possible Remedial Action	Staff Involved
Deadlines		
Deadlines not met by candidate	Ensure all candidates are briefed on deadlines and the penalties for not meeting them. Mark what candidates have produced by the deadline and seek guidance from the awarding body on further action.	Exams Officer and Subject Leaders
Deadlines for marking and/or paperwork not met by Teacher/Assessor	Ensure Teachers/Assessors are given clear deadlines (prior to the awarding body deadlines) to complete marking and any paperwork. This is so the Exams Officer can process and send marks ahead of awarding body deadlines. Teacher/Assessor to raise any concern regarding to their relevant Assistant Headteacher ahead of time.	Exams Officer, Assistant Headteachers and Subject Leaders
Authentication		
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before submitting. Find the candidate and ensure the form is signed.	Exams Officer and Subject Leaders
Teacher/Assessor fails to complete authentication forms or leaves before completing authentication forms.	Ensure Teachers/Assessors understand the importance of authentication forms and the requirement of a signature. Exams Officer to ensure forms are signed as work is marked and not at the end of the year.	Exams Officer and Subject Leaders
Marking		
Teacher/Assessor interpret marking descriptions incorrectly	Ensure appropriate training and looking ahead at marking schemes. Assistant Headteachers to plan for moderation and internal verification early in the academic year. Arrange for remarking. Consult awarding body specification for appropriate procedure.	Head of Centre, Exams Officer, Assistant Headteachers and Subject Leaders
Centre does not run standardisation activity as required by the awarding body	Assistant Headteacher and Subject Leaders to plan for standardisation early on. Check with the awarding body whether a later standardisation event can be arranged.	Exams Officer, Assistant Headteachers and Subject Leaders

Examination Contingency Plan

Contingency planning for examinations is the responsibility of the Head of Centre, the Exams Officer and the Leadership Team.

From the table below, the contingencies applied will be selected based upon the context of the disruption. If it is identified that current contingencies will not be sufficient to manage a unique unforeseen situation causing disruption to examinations, the Head of Centre will agree the additional actions required, in consultation with the Leadership Team.

Disruption	Action	Responsibility
Sole invigilator in exam room	<ul style="list-style-type: none"> • Exam rooms tend to have an internal phone which can be used in case of any difficulties to call the Exams Officer or Exam Officer Assistants. These are kept on Do Not Disturb during any exams. • The invigilator is allowed to have access to a mobile phone, if this is necessary, in case of an emergency. The phone is to be kept on silent throughout the examination and used only in emergency situations where an Exams Office or Assistant is required. 	Exams Officer, Exam Officer Assistant and Invigilator
Emergency arises during an exam	<ul style="list-style-type: none"> • Centre to follow the <i>Emergency Evacuation Procedure for Exams (see Appendix 1)</i>. This will be available in all examination rooms when an exam is scheduled. 	Exams Officer and invigilators
Failure of IT systems	<ul style="list-style-type: none"> • Exams Officer to liaise with IT support in the first instance. • Exams Officer to contact awarding body for advice and action as necessary. • Assessment may be able to be postponed to a future date so the candidate(s) can re-sit. 	Head of Centre, Exams Officer and IT Manager
Cyber attack	<ul style="list-style-type: none"> • The Head of Centre and IT Manager ensure the school has procedures in place to maintain the security of the server and school staff accounts. The Exams Officer will liaise with them as necessary. • For exam entries and submission of marks, these should be made ahead of the required deadline. However, awarding body should be contacted in case this may be an issue. • School servers are backed up each day so the IT team should be able to retrieve any documents that were being prepared the day before. • Where onscreen exams are being taken, the Exams Officer to contact the awarding body for advice. • If this happens on results day, the Exams Officer will liaise with the awarding bodies for advice. These results can be accessed from anywhere via the secure websites, which may be an option. • All servers are backed up daily to on and offsite premise devices. IT regularly test restore practices. These security arrangements protect candidates' work in the event of IT system corruption and cyber-attacks. 	Head of Centre, Exams Officer and IT Manager

Disruption	Action	Responsibility
Disruption to the transportation of examination papers	<ul style="list-style-type: none"> • Centre to contact the awarding body if exam papers are not received. • Exam could be re-arranged if that is a possibility, or the papers could be sent via the awarding body's secure online facility. The papers to then be printed by the centre prior to the exam and kept secure. • For completed examination papers that are unable to be collected. Centre to ensure secure storage of them until collection can be made. • Centre to seek advice from awarding body as required <i>see Appendix 3</i>. 	Head of Centre and Exams Officer
Disruption in the distribution of examination papers	<ul style="list-style-type: none"> • The majority of examinations in school are internal assessments. However, where this is a cause for concern, the awarding body could provide an electronic copy via their secure facility online. • The Exams Officer would need to ensure that copies received are kept secure and stored under secure conditions until the start of the exam. • Check exam papers are available and if not contact the awarding body – <i>see Appendix 3</i>. 	Head of Centre and Exams Officer
Disruption of teaching time – centre is closed for an extended period	<ul style="list-style-type: none"> • Leadership Team and Subject Leaders convene to agree a course of action. This may involve delaying entries for a particular exam. 	Head of Centre and Leadership Team
Candidates unable to take examinations because of a crisis but the centre remains open	<ul style="list-style-type: none"> • The majority of examinations in school are internal assessments or those where the date of the exam can be chosen. Therefore contact to be made by the Exams Officer to the awarding body to ensure that the exam date can be changed. • Centre to offer candidates an opportunity to sit any examinations missed at the next available opportunity. • Centre to keep affected candidates and their parents/carers informed of the situation. 	Head of Centre, Leadership Team and Exams Officer
Centre, or part of centre is unable to open as normal during the examination period due to events such as flooding or heating difficulties.	<ul style="list-style-type: none"> • The majority of examinations in school are internal assessments or those where the date of the exam can be chosen. Therefore contact to be made by the Exams Officer to the awarding body to ensure that the exam date can be changed. • Centre to offer candidates an opportunity to sit any examinations missed at the next available opportunity. • In case of longer-term difficulties, centre to consider if any exams could be taken at an alternative site such as The LINK Centre, or Ifield School's site, depending on which building may be affected. • Centre to keep affected candidates and their parents/carers informed of the situation. 	Head of Centre, Leadership Team and Exams Officer

Disruption	Action	Responsibility
Assessment evidence unable to be marked due to large-scale damage or destruction	<ul style="list-style-type: none"> • Centre to seek advice from awarding body. • It may be possible to generate marks from subsequent work or there may be an opportunity to retake the assessment. 	Head of Centre, Subject Leaders and Exams Officer
Exams Officer is absent from school for a long duration	<ul style="list-style-type: none"> • Head of Centre to arrange for exam administration and apply examination protocols in line with Joint Council for Qualifications (JCQ) regulations. Exams Officer Assistants could cover with the support of the Admin Team. • Covering staff member to follow prepared guidance by the Exams Officer <i>'What action to take if the Exams Officer is absent (see Appendices 2-5)</i>. Also to seek support from the awarding bodies as required. All contact details available in the folder marked <i>'Exam Policies and Procedures'</i>. • Possible support from supply Exams Officer to support in the interim if absence is likely to be long-term. 	Head of Centre, Leadership Team and Exam Officer Assistants
Head of Centre is absent from school for a long duration	<ul style="list-style-type: none"> • Exams Officer to liaise with Senior Assistant Headteacher, who will take on the role of Head of Centre in the interim. • Exams Officer to liaise with JCQ as required in terms of notifying them of the interim Head of Centre. • No disruption will be caused to the exams process as all the administration will continue as planned. 	Head of Centre, Senior Assistant Headteacher and Exams Officer
Centre unable to access results or inform candidates of results as usual	<ul style="list-style-type: none"> • Centre to check with the IT and Network Manager to ensure this is not a school related matter, in the first instance. • Centre to contact awarding bodies to see if they can assist, if no communication has been sent by them. • Centre to inform affected candidates accordingly, as to whether their results will be delayed, or if there will be different arrangements regarding the collection/issue of results. 	Head of Centre, Exams Officer and IT and Network Manager



Succession Arrangements for the Role of the Exam Officer and Exam Assistants

The centre has one Exams Officer and two Exam Assistants. Therefore, in the case of the Exam Officer resigning from their post, interim arrangements will be made to cover key areas by the Exam Assistants, whilst recruitment is underway. Tasks will be shared accordingly and access to awarding body portals will be granted so there is no disruption to entries and access to exam papers or information.

Until the appointment of a replacement Exams Officer, one Exam Assistant may need to temporarily become Exams Officer to access resources. The Exam Officer in post will ensure that the Exams Assistants are subscribed to any email updates from the awarding bodies, where various reminders are sent regarding examinations and assessments.

The Exam Assistants are involved with the Pearson/Edexcel Functional Skills and ASDAN qualifications so have an understanding of how these work. However, the Exams Officer will ensure that the key processes upcoming are shared so there is no disruption to the exams process.

Some of the key tasks throughout the year for the Exams Officer are outlined in Appendix 5. Support is always available by calling the awarding body and liaising with the Customer Support team, should any further guidance or support be required. These are detailed in Appendix 2.

In the event of an Exams Assistant leaving, this will be managed by the Exams Officer in liaison with the Head of Centre. The other Exams Assistant will require further support until a new Exam Assistant is appointed.



Emergency Evacuation Procedure for Examinations

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

- a) Stop the candidates from writing
- b) Collect the attendance register (**in order to ensure all candidates are present**) and evacuate the examination room in line with the fire evacuation procedures
- c) Advise candidates to leave all question papers and scripts in the examination room. Candidates **must** be advised to close their answer booklet
- d) Candidates should leave the room in silence
- e) Make sure that the candidates are supervised as closely as possible to ensure there is no discussion about the examination.

On returning to the examination room:

- Make a note of the time of the interruption and how long it lasted
- Allow the candidates the remainder of the working time set for the examination once the exam resumes
- 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, if there is disruption around the exam room
- Make a full report of the incident and of the action taken. The Exams Officer will then submit an application for special consideration and seek further guidance from the awarding body.

Students should be assembled in the following areas:

Exam Area	Assembly Area
Classroom	Leave by the fire exit and transition to the top playground at the back of the school.
School Meeting Room	Exit via the main entrance doors and transition to the top playground at the back of the school, via the side entrance near the Sports Hall.
SMILE Conference Room & SMILE Meeting Room	Leave the SMILE centre and transition to the top playground at the back of the school, via the side entrance near the Sports Hall.

What action to take if the Exams Officer is absent for an Exam

All details of the exams are saved in Admin/Exams/then current academic year.

The main exams that Ifield School have are:

	Exam Board and Centre Number	Notes
Functional Skills - Entry Level	Pearson/Edexcel Centre Number is 61154 <i>Tel Number: 0344 463 2535</i>	Take place at school and Sixth Form. Internally marked.
Functional Skills – Level 1 and Level 2	Pearson/Edexcel Centre Number is 61154 <i>Tel Number: 0344 463 2535</i>	Tend to take place at Sixth Form. Externally marked.
Essential Digital Skills – Entry Level 3 and Level 1 (online)	Pearson/Edexcel Centre Number is 61154 <i>Tel Number: 0344 463 2535</i>	Take place at school and Sixth Form. Results available after assessment online.
ASDAN	ASDAN Centre Number: 7943 <i>Tel Number: 0117 954 8316</i>	These are all internal Assessments. Sam Hargood, Assistant Headteacher for Sixth Form and Karen Brown, Internal Moderator, are the key staff who organise these.
Entry Level Certificate Physical Education (ELC PE)	OCR Centre Number is 61154 <i>Tel Number: 01223 553998</i>	These are all internally assessed with no exams.
Arts Award	Trinity College London – Arts Award Centre Number is 60005 <i>Tel number: 020 7820 6178</i>	This is internally assessed and the Arts Award Adviser is Hannah Stevens, Music Teacher.

For ASDAN, ELC PE and Arts Award there are no exams and the lead teacher will therefore be involved in managing the assessments throughout the year. The Exams Officer will be liaising as necessary re any deadlines for moderation and uploading of marks, towards to the end of the academic year.

Functional Skills – Entry Level or Level 1/Level 2 Assessment

If there is anything that is unclear – call the exam board’s Exams Officer support team and explain the dilemma and query you have:
 EDEXCEL/PEARSON Tel Number: 0344 463 2535 **Just use our Centre number which is 61154**

	Functional Skills – Entry Level	Functional Skills – Level 1 and Level 2
Where do these take place	These take place at school and Sixth Form.	These tend to take place at the LINK Centre as it is usually Sixth Form students.
Type of Exam	Internal assessments: <ul style="list-style-type: none"> • printed by the Exams Officer or Exams Assistant • marked internally • then internally verified • resits take place as required • then at the end of the year scanned copies sent to the External Standards verifier • All passes have to be claimed online by the centre. 	<ul style="list-style-type: none"> • These are organised like a GCSE exam in that they have to be ordered but a date can be chosen. • They are delivered to school and must be transported to Sixth Form. • They are marked externally so have to be securely sent to an examiner. • The marks are released online. • Resits can take place. • All results automatically added to student registration online.
Exam Papers	<ul style="list-style-type: none"> • These are printed by the Exams Officer or Exams Assistant up to two weeks before the assessments take place. • They are then sealed in envelopes which state which site the papers are for and for what exam. • These are then securely locked away. • If the assessments are for Sixth Form the papers are transported a day in advance, recorded that this is actioned and then securely locked away in the exams’ storage at Sixth Form. • The envelopes are opened in front of the invigilator and then distributed to the candidates are required. 	<ul style="list-style-type: none"> • The papers are ordered ahead of time and sent to school just before the exam. The exam day can also be chosen. • The paper(s) may not have been sent to the Sixth Form, so this needs to be checked first. If the Exams Office Assistant has the paper(s), then the exam can go ahead as already planned. If the paper(s) are not there, then they will be in the secure exams storage in school. The Exams Office Assistant or Head of Centre will need to gain access to remove them, so they can be taken to Sixth Form. The Head of Centre (Headteacher) will have a set of keys.

		<ul style="list-style-type: none"> • Once papers are transported to Sixth Form, the exams can proceed as planned. If for any reason the planned date needs to be changed, the centre can plan for the test to be completed between the receipt of the test materials and up to 5 calendar days after the planned test date without rebooking. • Where a test is taken on a different date within the permitted period, all test materials must be stored securely at all times, following the instructions provided in the storage section.
<p>Before the exam if possible or on the day of the exam</p>	<ul style="list-style-type: none"> • Check to see which room has been booked for the exam. All information will be on the exam timetable which is found in Admin/Exams/Current academic year. • Collect the exam stationary/equipment from the secure storage cupboard. This contains all information required for the exam, signs, seating plans and attendance registers. • Check the room layout against the seating plan prepared. • Ensure the clock is working and hanging in an appropriate position for all candidates to view. • Ensure there is a flipchart/ board displaying the following information: Centre number, date, subject title, paper number, actual start time, finish time, plus extra time finish if needed. • If a candidate is entitled to extra time, this will be noted on one of the documents or exam labels for you. • Ensure JCQ posters are displayed outside the room. The Functional Skills Level 1/2 assessments have their own exams guidance from Pearson/Edexcel. All documents can be found in Admin/Exams/Edexcel or online on the Pearson/Edexcel website. • Ensure all relevant paperwork is ready for the invigilator – candidate register, seating plan, exam day checklist and suggested wording for invigilators (all in the exam materials pack in the exams cupboard – which is pre-prepared ahead of the assessments starting). 	<div style="border: 1px solid black; padding: 5px;"> <p>Centre Number: 61154</p> <p>Date: 16th June 2024</p> <p>Subject: Functional Skills Maths Level 1</p> <p>Start time: 9:30am</p> <p>Finish time: 10:30am</p> <p>Extra Time finish: 10:45am</p> </div>

	Functional Skills – Entry Level	Functional Skills – Level 1 and Level 2
On the day of the exam	<ul style="list-style-type: none"> Just prior to the exam, collect the papers from the exams secure storage. The ‘<i>exam security log</i>’ must be completed, this is on the secure safe in the exams cupboard and shows who accessed the secure storage and for what purpose. Note on here the details accordingly. Check the exam papers are the correct subject, date, tier and qualification in the presence of an invigilator before opening the envelope containing the printed exam papers. Only equipment listed on the front of the exam paper can be used. This must be checked, for example, calculators, tracing paper. 	<ul style="list-style-type: none"> Just prior to the exam, collect the papers from the exams secure storage. The ‘<i>exam security log</i>’ must be completed, this is on the secure safe in the exams cupboard and shows who accessed the secure storage and for what purpose. Note on here the details accordingly. Check the exam papers are the correct subject, date, tier and qualification in the presence of an invigilator before opening. The papers must be checked by an additional centre staff member, this can be the invigilator, <u>before</u> they are opened in front of the candidates. There is a second check form that needs to be completed and kept for this. Again, this should already be with the documents for the exam session. Only equipment listed on the front of the exam paper can be used. This must be checked, for example, calculators, tracing paper.
Start of the Exam	<ul style="list-style-type: none"> Ask the candidates to line up outside the exam room before they enter the room in silence. Remind the candidates that they are under exam conditions once they enter the room – no talking. If this is taking place in the classroom, ask the candidates to stay silent from now on as the exam is in progress. The suggested wording for the invigilator can be found in the exams pack and also as an appendix at the back of the JCQ Instructions for Conducting Exams (ICE) booklet. Ensure all wrist watches are removed and handed in, the same with mobile phones and any other unauthorised technology. Although these should not be in the exam room when entering. Ensure that if only one invigilator is present, they have a means by which to call for assistance. If the room has an internal phone this must be put on <i>Do Not Disturb</i>. A mobile phone can be used but must be kept on silent for the duration of the exam. Once all candidates are seated, open the exam papers and distribute to the candidates. Candidates may complete the details on the booklet when instructed. The exam starts once the invigilator confirms. 	

	Functional Skills – Entry Level	Functional Skills – Level 1 and Level 2
End of the Exam	<ul style="list-style-type: none"> • Ensure the details on the front of the answer booklet are completed - name, candidate number and centre number. Ask candidates to check before they leave. • Candidates must remain silent until they leave the room. Candidates can leave the room once all materials have been collected. • If the assessment is in the classroom, they must remain in silence until all scripts and materials have been collected. • Return any unused papers to the exams storage and lock away. • Remove all signs and stationary, place in the exams pack and put back in the exam cupboard. • All scripts must be locked away securely. • For Level 1 and Level 2 scripts at Sixth Form, these must be securely transported back to Ifield School’s site so they can be packaged ready to send off to be marked. 	
Scripts – despatching	<ul style="list-style-type: none"> • As these are internal assessments, they are kept at the relevant school site ready for marking. • The assessor marks the scripts. • A percentage are then internally verified. • Resits can take place. • At the end of the year – a percentage are scanned to an External Standards Verifier, who then advises if we are able to claim the passes. • All information is recording on a central sampling spreadsheet to track where each script is in the process. • No scripts therefore leave the school site. 	<ul style="list-style-type: none"> • Scripts need to be packaged in envelopes with yellow parcellforce labels attached and <u>returned to the safe until collected by the Parcellforce driver</u>. • If a collection has not been made – you will need to contact Parcellforce immediately to get this arranged. <p>Parcellforce Worldwide: 0344 561 7998 This is the number to call if the school does not have a booked collection for sending the scripts or need to book a collection. The only details they will need will be the school’s centre number: 61154 and address.</p> <ul style="list-style-type: none"> • If a collection is booked, there should be a printout with the exam documents in the exams folder for the current year. This folder is in the Exam Officer’s office. • The scripts need to go in the Pearson script envelope along with the top copy of the attendance register. The second copy is for the school to keep. This is kept with all the exam documents in the exams folder for the current year. • The label will be under the relevant exam tab – FS L1/L2

		<ul style="list-style-type: none"> • Each exam board has its own envelopes. These will be stored in the exams cupboard at school and will detail the exam board's name. • The time of collection for the exam papers will be available in the exams folder for the current year under the relevant exam tab - FS L1/L2 • Reception will call to say Parcelforce are here, the papers can then be removed from the exams secure storage and passed to the driver. • An exam despatch log will need to be completed and signed by the driver. This can be found in the '<i>Exams Register</i>' (red ring binder in the Exam Officer's office)
--	--	---

Receiving Exam Papers and Despatching Scripts

Receiving Exam Papers

Reception will pass information received from an exam board and note this in the red notebook located in the Reception Office. Once any exam papers are received, these must be recorded on the Exams Paper check sheet in the red ring binder 'exams register'.

Once this is actioned, the papers can be locked away in the secure exams' storage in the exams' cupboard, which is located in the corridor near reception, next to the men's toilets.

Prior to the exams, a check should be made to ensure you have all the papers you are expecting.

For some examinations, such as Functional Skills Entry Level, the Exams Officer is able to print exam papers from a secure area on the exam boards secure login portal. A matrix must be kept of which papers were printed and when. The teacher should also be aware which paper from which set the student has sat, in case they are required to re-sit a paper.

Once these papers are printed, they must be securely locked away in sealed envelopes until the time of the exam. Again, record that these are stored in the exams secure storage by noting details on the 'Exam Paper Security Log' sheet which is kept in the secure storage.

Yellow Service Label for Functional Skills Level 1 and 2 Exam Papers



These need to be despatched back to the exam boards via the yellow label service, once students have sat the papers. This is a secure dispatch of scripts using Parcelforce

Worldwide. There could be other qualifications but currently it is only these that use this service.

Labels will be sent to the school once entries are made, near to the date of the exam. These are kept in current year's exam folder in the Exam Officer's office.

The school can arrange script collections up to 14 days before they are required but they need to be booked at least 24 hours in advance at the following link:

<https://collections.parcelforce.net/dfc>

Go onto the link above and enter the centre number: **61154** and complete the *date* and *time* the school would like the driver to collect the script. Sufficient time must be allowed to pack and check the scripts before they are collected and are available for the collection time stated. A confirmation email will be sent. Usually, the papers should be collected the same day, unless there is a lot of candidates sitting them and

Appendix 3

the exam is scheduled for late afternoon. This is also the case if these assessments are taking place at Sixth Form, so that sufficient time is allowed for the papers being returned to the school site.

Sending Scripts for Functional Skills Level 1 and 2 Exam Papers

- Put all the scripts in candidate number order.
- If a student is absent, they can sit the paper within a 5-day period. If this is not possible, then any used papers must be securely destroyed and a note made for the file to say when and why this was done. This must be checked each year as rules can change.
- Ensure the attendance register is complete. The top copy goes with scripts and the bottom remains on file (in the current exams folder under FS L1/L2).
- The scripts go into a plastic envelope provided by the relevant Exam board. Again these will be sent prior to the exam and are stored in the exams cupboard, on top of the secure storage.
- Place the scripts and attendance register in the envelope and attach the yellow label.
- Complete a Parcelforce Exam Dispatch log ready for the driver (in the *Exams register* red ring binder).
- Put the envelope in secure storage until it is collected by the driver.
- Reception will ring when the driver arrives.
- The driver will then sign the dispatch log. Keep this in the red ring binder '*Exams Register*', under the exam dispatch log tab.

PARCEL-FORCE WORLDWIDE		EXAM DISPATCH LOG		
Date of Dispatch:		Examination Officer's Name:		
		Centre Number:		
		Centre Name:		
		Booking Reference Number: <small>(for school reference only)</small>		
Consignment No.	Date of Exam	Paper No.	Delivery Postcode	
PB	001			
PB	001			
PB	001			
PB	001			
PB	001			
PB	001			

For Functional Skills Level 1 and Level 2 Assessments:

Edexcel/Pearson Exam Board Tel Number: 0344 463 2535

The school's Centre Number is: 61154

Entry Level Certificate Physical Education (ELC PE)

Marks for these assessments are to be submitted sometime around 15th May each year at the latest.

Marks are submitted via an online portal by the subject teacher, alongside the recorded videos. There are no hard copy documents to be sent for this qualification.

OCR Exam Board Tel Number: 01223 553998

The school's Centre Number is: 61154

ASDAN Assessments

Candidate registrations and the moderation dates must be made by the end of October each year, with moderation usually taking place around April/May time.

These assessments need to be posted to the moderator to arrive at least two days prior to the moderation date. These need scanning before they are sent, which is completed at Sixth Form, as all ASDAN evidence is kept there. Liaise with the relevant lead at Sixth Form.

Details of the moderator will be sent to the Exams Officer via email, but these can be requested by contacting ASDAN directly and sharing the centre number and any other details requested.

The exam board will email approximately two weeks prior to moderation to confirm which units are part of the sample. It is only these units that need scanning. The original units, together with all the relevant forms are then posted to the moderator. It is suggested that these sent via a trackable delivery service, although they have been sent second class in the past due to costs.

ASDAN Exam Board Tel Number: 0117 954 8316

The school's Centre Number is: 7943

Functional Skills – Entry Level Assessments

These assessments are printed by the Exams Officer and must be kept in secure storage when not in use. Currently, the school is using Edexcel for these assessments. These are uploaded on sharepoint as the Standards Verifier (SV) now marks them and completes the centre visit remotely.

The SV will need to be sent a sampling spreadsheet once assessments happen. This should only show those students that have passed Maths, Reading, Writing and Speaking and Listening elements. The SV will advise which papers they would like to see to check marking. They will have a virtual meeting with the Lead Internal Verifier (IV) - Susan High, Deputy Headteacher.

In terms of the Speaking and Listening element, the specification will need to be checked for up to date guidance. Currently, they are asking that these are recorded and uploaded on sharepoint as well.

Edexcel/Pearson Exam Board Tel Number: 0344 463 2535

The school's Centre Number is: 61154

Arts Award

Hannah Stevens, Music Teacher, is the Arts Award Adviser. Details of students to be entered are made by the Exams Officer. The work to be submitted is uploaded by Hannah Stevens via a link that is sent. For the qualification, liaise with Hannah Stevens to confirm what is required. Contact can be made with Trinity College London to seek further support.

Trinity College London Arts Award Tel Number: 020 7820 6178

The school's Centre Number is: 60005

What action to take if the Exams Officer is absent during a JCQ Inspection

As a centre, the school could be inspected every year by a JCQ Inspector. This can happen at any time. It is not pre-arranged, they will arrive unannounced and check the school is following the correct procedures, and all paperwork and policies are in place.

An example of the aspects they will be checking for is in the red ring binder '*Policies & Procedures*', under JCQ inspections.

- Reception will inform you that the inspector has arrived.
- Inform the Headteacher, who is Head of Centre as soon as the inspector arrives. If the Headteacher is offsite, make telephone contact with them.
- Once the Inspector has signed in, inform them that the Exams Officer is absent, so that they are aware. The inspector will inform you what they need to see, this could be:
 - Exams Storage (This is located in the corridor by reception, opposite the stationary cupboard, next to the men's toilet). The inspector will be checking to see that any exam papers are locked away securely and have not been opened ahead of time. *The Headteacher/Head of Centre has a key for the Exams safe and a master key for the external exam cupboard door. The key will also be in the top drawer of the pedestal beside the Exam Officer's desk.*
 - Policies/Paperwork – They will check all the policies and paperwork are up to date and correct. These are all kept in the red ring binder '*Policies & Procedures*'. They may also want to see other documents, such as the access arrangements folder. Most of this information will be in one of the red folders in the Exam Officer's office. If any support with the exams policies is required, the Governance Professional can assist.
 - The Exams Room – will check to see that the signs are up, correct invigilators are present, the flipchart/board has the correct information showing, candidates are seated apart correctly. (This will only be if there is an exam on at the time). As the exams Ifield School have are internal assessments or the date can be chosen, it is highly unlikely that an exam will be taking place at this time.
- If an answer to a question is unknown, refer to the JCQ 'ICE' (Instructions for Conducting Exams) booklet, located in a file behind the Exam Officer's desk. The inspector may request further information from the Head of Centre, or the Exams Officer following the inspection.

Exams Officer Absent Long-Term – Key Tasks in the Year

Below is a brief outline of the Exams Officer's role throughout the year. In a period of extended absence, the Head of Centre is responsible for co-ordinating cover for the various key tasks below. These may fall to the Exams Officer Assistants depending on the duration of absence.

Term 1	<ul style="list-style-type: none"> • Email form to staff regarding what accreditation they are completing this academic year. Exam board, specification, title, number of students and year group. • Produce an overall accreditation spreadsheet. • ASDAN candidate registrations to purchase and moderation dates to book online by end of October. Liaise with Sam Hargood, Assistant Headteacher for Sixth Form and Karen Brown, Internal Moderator at Sixth Form. A purchase order to be completed and all ASDAN registrations and moderation made by end of October. • Reception Baseline Assessments (RBA's) to take place within 6 weeks of Reception pupils starting. Liaise with Susan High, Deputy Headteacher.
Term 2	<ul style="list-style-type: none"> • Update/review all exam related policies, which must be completed annually. • Update all Exam Officer documents. • Note key exam dates on calendar. • Key Stage 2 Tests, Phonics Screening check and Multiplication check. Liaise with the Leadership Team to check if these are to go ahead. The Key Stage 2 tests must be ordered if required, the phonics materials will be sent, however, if these are not being carried out, the school can decline online. • Plan exam entries and deadlines for staff. Email staff towards end of term regarding deadline dates for entries and other key dates as necessary. • Exam certificates to sort, file and record. These must be issued to all students once received by school. These usually arrive by the end of November each year. • Access Arrangements <ul style="list-style-type: none"> ○ Look into access arrangements for summer entries before the deadline to collate any required evidence. Modified papers have an earlier deadline. ○ Ensure candidates sign a data protection notice for any access arrangements. ○ Some Functional Skills access arrangements can be centre delegated. However, for some of them must be recorded this on a form for inspection purposes. Some forms may need to be completed online. • Entries for Exams: <ul style="list-style-type: none"> ○ Functional Skills to be received from staff at the start of this term. Entry Level Certificate (ELC) PE can be received start of January. ○ Complete a purchase order form and once a PO number is given complete the exam entries on the exam board secure websites. Deadline for ELC PE is mid-February. Functional Skills entries can be

Appendix 5

	<p>made at any time, but recommended during Term 2, so that a Standards Verifier (SV) can be assigned to the centre and exam preparation can begin.</p> <ul style="list-style-type: none"> • Invigilators: speak to the Leadership Team regarding which staff are invigilators for exams. Research training before the end of Term 2. New staff will need to complete training (which can be online), but others can attend an update meeting led by the Exams Officer.
Term 3	<ul style="list-style-type: none"> • Record all entries on the entries spreadsheet. • Exams Officer Assistant to create a timetable for Functional Skills exams at Sixth Form. Exams Officer to complete for school.
Term 4	<ul style="list-style-type: none"> • Exams – seating plans, exams register, invigilators to book and complete for all necessary exams. • Exams posters – print and laminate the exam posters in the required size for the exams. • Assessment deadlines – for ELC PE inform staff of the deadline to relay marks and evidence to the Exams Officer. These marks usually need to be submitted by 15th May. Videos for ELC PE will also be uploaded the same day. • A letter confirming dates of exams to go home to the parent/carer with and an Information for Candidates sheet. • Exams folders – ensure they are all updated, policies printed and forms ready. This is essential in case of a JCQ Inspection. • Arts Award moderation are booked and names are registered. • ASDAN – speak to staff to ensure they are aware of all dates and submit candidate units and assessor information by the required deadline. • Store exam papers received securely in the exams secure storage, noting the date and time they were delivered. This is only for Functional Skills Level 1 and 2. • Ensure exams stationary folders are ready with all the relevant equipment, clocks and work.
Term 5	<ul style="list-style-type: none"> • Store exam papers received securely in the exams' secure storage, noting the date and time they were delivered. This is only for Functional Skills Level 1 and 2. • Post ASDAN work and moderation to take place. • EYFS, Phonics, Key Stage 1 & 2 Teacher Assessments Returns to be completed by teachers. Reporting arrangements will be emailed in regular updates sent by the Standards and Testing Agency. Teachers will need these marksheets mid-May at the latest.
Term 6	<ul style="list-style-type: none"> • EYFS, Phonics, Key Stage 1 & 2 Teacher Assessments Returns to submit online via a secure system and Perspective Lite. All assessment deadlines are in June but differing dates and processes. The Local Authority will email and send a letter regarding the dates for these. • Results Day August

Appendix 5

	<ul style="list-style-type: none"> ○ Letters to parents/candidates advising of the results day and time to collect results. These may just be posted home, Headteacher to advise. ○ Labels/envelopes/letters to prepare for results day. ○ Download and print any results that may be available earlier. ○ Enter any early results on the individual results spreadsheet.
--	---

Results Day	<ul style="list-style-type: none"> ● Download results a day prior to results day. Others may already be available on the secure exam websites. These are confidential to the Exams staff only and Head of Centre, plus members of the Leadership Team if the Head of Centre advises. ● Print all results, unless they have been sent by the exam boards already. ● Type all results for individual letters for candidates ready for results day. ● Note all results on the individual results spreadsheet. ● Complete the exam results documents. ● Email teachers the results for their subjects together with any moderator reports. This can only be actioned <u>on the day the results are released</u> to candidates and not before. ● Copy of exam results and moderator reports for Headteacher. ● Exams results shared with Governance Professional, IT Team for staff development day and Office Lead for September's Newsletter.
-------------	--

Other policies to be read in conjunction with this policy:

- Exams Policy
- Exams Internal Moderation Policy
- Exams Malpractice Policy
- Exams Word Processor Policy
- Exams Complaints Policy
- Exams Conflicts of Interest Policy
- Exams Whistleblowing Policy
- Exams Cyber Security Policy

Single Equalities Scheme Impact Assessment (Equalities Act 2010)

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school.

Signed by Headteacher:

Signed by Chair of Governors: