

## Impact North West School Exam Policy

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## Section A

### The purpose of this exam policy.

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

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

This exam policy will be reviewed annually and will be reviewed by Senior Leadership Team (SLT).

### 1) Exam responsibilities

#### Head of Centre

Overall responsibility for the School as an exam centre:

- Advises on appeals and re-marks
- The Head of Centre is responsible for reporting on all suspicions or actual incidents of malpractice, maladministration and/or plagiarism. Refer to the relevant JCQ documentation, alerting relevant awarding bodies.

#### Exam Officer (with support from Centre Lead staff).

Manages the administration of exams and analysis of exam results.

- Advises SLT, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.

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- Provides an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents/carers are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with the JCQ and qualification guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts in accordance with JCQ guidelines.
- Administers access arrangements and makes applications for Special Regulations and Guidance relating to candidates who are eligible for adjustments in examinations.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages exam invigilators responsible for the conduct of exams.
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation and processes to support the timely entry of candidates for their exams.

### Subject Lead

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

### Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidates' names to exams officer and SLT.

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### SENCO

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

### Invigilators

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

### Candidates

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

## 2) The statutory tests and qualifications offered

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the parents/carers, subject lead and SLT.

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

## 3) Exam seasons and timetables

### Internal examinations

Internal exams are scheduled during the year in consultation with the Exams Officer, SLT and Subject Leads. Therefore these will be added to the School Calendar.

All internal exams are held under exam conditions.

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Subject Leads are responsible for the setting and marking of examination papers within their subject areas.

Subject Leads are responsible for providing the necessary paper and equipment required for the examinations in their subject.

Subject Leads are responsible for deciding if and when the pupils that miss an examination in their subject should do the examinations.

Pupils will be made aware of examination procedures verbally before each examination session.

Pupils who do not follow the rules for the conduct of examinations, eg. communicate during an examination, will be reported to the relevant Examinations Officer and this will result in their paper being cancelled.

### External Examinations

External exams are scheduled in line with national requirements.

The Exams Officer is responsible for the dissemination of the results to parents/carers.

Which exam series are used in the centre is decided by the SLT.

### Timetables

Once confirmed, the Exams Officer will circulate the exam timetables for internal exams and external exams.

## 4) Entries

### Entries

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

### Late Entries

Entry deadlines are emailed to Subject Leads via email.

Late entries are authorised by the Subject Lead and Examinations Officer.

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## 5) Examination fees

The centre will pay exam fees on behalf of candidates.

Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes.

The school reserves the right to refuse to pay for entry if a pupil whose conduct in the mock GCSE examinations or attitude to completion of coursework is unacceptable.

Statements of Entry will be sent to parents/carers once entries are confirmed by the board.

Changes in level of entry must be approved by Subject Leads and then communicated to the Examinations Officer.

The Examinations Officer must be consulted if there is concern over the entry of a candidate for a particular subject.

Subject Leads are responsible for ensuring that all information required by the Examination Boards is given to the Examinations Officer in good time.

The venue for the examinations will be agreed between the Examinations Officer and SLT.

## 6) The Equality Act 2010, Special Needs and Access arrangements

### The Equality Act 2010

All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### Special Needs

The Exams Officer will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam.

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

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### Access arrangements

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

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

Rooming for access arrangement candidates will be arranged by the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the Exams Officer.

### **7) Estimated grades**

The Subject Leads will submit estimated grades to the Exams Officer when requested by them.

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

#### Managing Invigilators

Impact North West School staff will invigilate external exams. Minus Subject Leads and Exams Officer.

Invigilators are briefed by the Examinations Officer/Lead Invigilator.

#### Exam days

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

The Exams Officer, Subject Leads and Centre Leads are responsible for setting up and allocating rooms.

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

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

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In practical exams, subject teachers may be on hand in case of any technical difficulties. However, must not be left unsupervised.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session.

## 9) Candidates, clash candidates and special consideration

### Managing Candidates

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

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

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

### Clash Candidates

The Exams Officer and will be responsible for making arrangements for clash candidates, including:

- Supervised escorts
- Identifying a secure venue
- Arranging overnight stays where necessary.

### Special Consideration

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

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The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

## 10) Coursework

### Coursework

Candidates who have to prepare coursework should do so by the end of the course.

Subject Leads will ensure all coursework is ready for despatch at the correct time and records kept.

Marks for all internally assessed work and estimated grades are provided to the Exams Office by the subject teachers.

### Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which is available from the Exams Office.

### **The main points are:**

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing by 30 June to the Head of Centre (or other nominee) who will decide whether the process used conformed to the necessary requirements.
- The Head of Centre's findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection.

## 11) Results, enquiries about results (EARs) and access to scripts (ATS)

### Results

Candidates will receive phone calls home on results day by the Exams Officer or allocated staff member.

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

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The provision of staff on results days is the responsibility of the Head of Centre.

### EARs

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

If a result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for re-mark at the Centre's expense.

When the Centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

### ATS

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

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

GCSE re-marks cannot be applied for once a script has been returned. (See also section 5: Exam fees)

## **12) Certificates**

Certificates are presented in person.

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

Replacement certificates are only issued if a candidate agrees to pay the costs incurred.

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## Section B

### 13) Controlled Assessment policy

Controlled Assessment is defined as work assigned to and completed by a student during a course of study; it is evaluated as part of the student's final grade in the course.

Controlled Assessment will form an element of the assessment procedures in both the internal and the external assessment (through the public examination system) of students.

Ensuring the validity of the marks produced from Controlled Assessment is vital in maintaining the integrity and reputation of this school in the assessment of its students.

Each Subject Lead and their department is responsible for:

- A. Developing, maintaining and implementing its own internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and these will be evidenced in ongoing departmental practice.
- B. Implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external Controlled Assessment as regulated by the examinations board.

### 14) Controlled assessment procedures

#### Subject lead

The Subject Lead is responsible for ensuring that:

- a. The assessment procedures, as outlined in the department policy and in the regulations published by the relevant examination boards, are properly implemented in practice.
- b. The workload of staff and students is a primary consideration and catered for in the planning, scheduling and assessment of Controlled Assessment.
- c. Deadlines are clear, agreed with all teachers in the department, published for students and their Parent(s)/Carers(s) and shared with all relevant parties eg. Form Teachers etc.
- d. The procedures for both internal and external Controlled Assessment are published and understood by both staff and students.
- e. All teacher feedback, throughout preparation, will refer to mark schemes and criteria.
- f. They maintain records for the completion of Controlled Assessment tasks to schedule within all classes.

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- g. All staff in the subject follow the procedures for subject teachers as outlined.

At the beginning of each year, the Subject Leads should publish a subject assessment calendar. This calendar should set out for each year group:

- a. The subject assessment schedule for homeworks, tests, Controlled Assessment as well as advising students of the public examinations sessions during which they will sit examinations.
- b. The number and value of each piece of Controlled Assessment to be submitted.
- c. The percentage of the final grade produced by each of these elements.
- d. The time set aside to prepare and complete each Controlled Assessment element.
- e. The approximate length and complexity of each component of Controlled Assessment.
- f. The interim deadlines in the schedule, ie. The progress in the preparation of Controlled Assessment which is expected at key points during the year.
- g. The dates for the submission deadline and the final deadline.
- h. The issue, to all department members, of dates and procedures for the internal marking, standardisation and moderation of the Controlled Assessment.
- i. The dates and procedures for internal appeals and disciplinary matters arising from academic misconduct.

### Subject teacher

While the Subject Lead has overall responsibility, each teacher/tutor is responsible for the implementation of both internal and external assessment procedures relevant to the pupils and classes allocated to his/her timetable each year. Each teacher/tutor is responsible for implementing the departmental procedures for setting and managing Controlled Assessment.

Managing controlled assessments:

- a. Ensure students are fully aware of the Controlled Assessment task requirements by giving them the course specification and marking criteria.
- b. Provide students with copies of the published departmental assessment calendar.
- c. Provide standardised examples work from previous years or from examination board examples.
- d. Ensure that students are fully aware of the Controlled Assessment task deadlines and the procedures for marking, standardisation and moderation which will be carried out in school.
- e. Make students aware of the Internal Appeals Procedure and the regulations concerning Academic Misconduct.

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### Scheduling controlled assessment:

- Ensure students are adequately paced in workload to complete the Controlled Assessment tasks within the published time frame, making sufficient progress at each of the deadlines outlined in the departmental assessment calendar.
- Failure to do so should be fully recorded and dealt with in a manner consistent with the school's Positive Behaviour Policy.
- Ensure the students log the Controlled Assessment in their personal organisers.
- Help the students manage their workload by reminding students of the relative value of Controlled Assessment versus examination work and to balance these in proportion.

### Subject marking of controlled assessment

- Mark all Controlled Assessment within the timeframe published in the departmental assessment calendar.
- Throughout, the teacher should provide and retain written feedback on progress and standard to date. This may be evidenced electronically if submitted/maintained in this manner. Such feedback will be used as part of the appeals procedure where it is invoked by the student or his Parent(s)/guardian(s).
- Provide the Subject Lead with the Controlled Assessment marks and samples within the published time frame.
- Subject Lead will retain a copy of all pupil marks and make these available to the relevant Head of Student Learning and/or SLT.
- Attend standardisation and moderation meetings as required by the Subject Lead and carry out all agreed adjustments to Controlled Assessment Marks.
- Do NOT provide the student with the final mark for the Controlled Assessment, either before or after the internal moderation and standardisation procedures.
- Annotate final Controlled Assessment according to examination board guidelines to highlight how marks have been achieved. This will be important if the work is examined within either the Internal Appeals Procedure or any subsequent procedure carried out by the examination board.

### Controlled assessment deadlines

The deadline for students is in two parts:

- The submission date – when all Controlled Assessment should be handed in by students.

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- b. The final acceptance date – for those students who failed to meet the submission date and after which no Controlled Assessment will be accepted. The student is given either a mark for any incomplete work submitted, or a zero mark if no work is submitted.

In determining these dates, the Subject Lead will consult with the teachers/tutors in his/her department and leave sufficient time for the marking, internal moderation, standardisation and administration.

All Controlled Assessment should be handed in before or on the submission date.

If a student fails to meet set deadlines without acceptable medical authorisation:

- The teacher will inform the Examinations Officer and the Subject Lead.
- The Examinations Officer will treat this event as a serious disciplinary matter, informing the Parent(s)/Carer(s) about what has occurred.
- If time allows before submission of marks to examination authorities, arrangements will be made via a letter, for the student to attend compulsory Study in school, until such time as their Controlled Assessment is up to date.
- The Subject Lead will inform the Exams Officer when this is the case and a note will be placed in the student's organiser to indicate to Parent(s)/Carer(s) that this is the case.
- Repeated instances will see the same procedures implemented but Stage Warnings may be issued and meeting with Parent(s)/Carer(s), if deemed appropriate in line with the Positive Behaviour Policy.
- Appropriate educational support will be given to the student.

No Controlled Assessment will be accepted by the school after a reasonable date before submission of marks to the examination authority.

- Time must be allowed for verification of the student's work, through marking and moderation of work by the teacher and the department.
- Failure to do so will mean that the school will award the student either a mark or the incomplete work submitted or a zero mark if no work is submitted.

Disciplinary procedures for academic misconduct

Academic misconduct is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student.

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15) Controlled assessment risk management process			
Example risks and issues	Forward planning	Action	Staff
<b>Timetabling</b>			
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	Curriculum Lead, All Subject Teachers
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	Curriculum Lead, All Subject Teachers
<b>Accommodation</b>			
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	Use more than one classroom or multiple sittings where necessary	Curriculum Lead, All Subject Teachers
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		Curriculum Lead, All Subject Teachers
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Curriculum Lead, IT Teacher and Subject Teacher, Exams Officer

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Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sets well ahead of the controlled assessment schedule	Curriculum Lead, IT Teacher and Subject Teacher, Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Curriculum Lead, IT Teacher and Subject Teacher, Exams Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative sessions(s) for candidates	Staff to be aware of any absences prior to the sessions	Curriculum Lead, All Subject Teachers
<b>Control levels for task taking</b>			
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. Reschedule if not enough supervision is available	Seek guidance from the awarding body	Curriculum Lead, All Subject Teacher, Exams Officer
<b>Supervision</b>			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	All staff to be informed of their duties and roles via training and supervision	Curriculum Lead, All Subject Teachers
A suitable supervisor has not been arranged for an assessment	A suitable supervisor must be arranged for any controlled assessment session where a	Exam timetable to be scrutinised prior to exam	Curriculum Lead, All

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where teaching staff are not supervising	teacher is not supervising, in line with the awarding body's specification	period and suitable supervisors arranged	Subject Teachers
<b>Task Setting</b>			
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	Curriculum Lead, All Subject Teacher, Exams Officer
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	Curriculum Lead, All Subject Teachers
<b>Security of materials</b>			
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	Curriculum Lead, All Subject Teachers, Exams Officer
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	Curriculum Lead, All Subject Teachers, Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Curriculum Lead, All Subject Teachers, Exams Officer
<b>Deadlines</b>			
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	Curriculum Lead, All

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		Seek guidance from awarding body on further action	Subject Teacher
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 processes and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Curriculum Lead, All Subject Teachers, Exam Officers
<b>Authentication</b>			
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	Curriculum Lead, All Subject Teachers, Exams Officer
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	Curriculum Lead, All Subject Teachers, Exams Officer
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practising of marking Plan for sampling of marking during the practice phase	Arrange for remarking Consult the awarding body's specification for appropriate procedures	Curriculum Lead, All Subject Teachers
Centre 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	Curriculum Lead, All Subject Teachers, Exams Officer

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## 16) Internal verification policy

To ensure the integrity of vocational qualifications' internal assessments at Impact North West Schools, the following steps are necessary:

- 1) Identify a Lead Internal Verifier (LIV) when required by the qualification. The LIV should be qualified in the subject area and registered with Pearson (if appropriate). They must also undergo relevant standardisation processes, such as OCSA accreditation, within the specified timeframe.
- 2) Each LIV is responsible for overseeing the effective internal verification (IV) systems within their subject area through regular monitoring. Impact North West Schools offers the BTEC Level 1 Introductory suite and the BTEC Level 1/2 Tech Award, and it is the duty of the LIV to obtain and document assessment decisions.
- 3) Ensure that all staff members are informed and trained in the current internal verification procedures and assessment protocols for their respective subjects, utilising appropriate standardisation resources from Pearson. Standardisation activities should be conducted annually using up-to-date sampling materials, led by the LIV and supported by the Quality Nominee (QN).
- 4) Collaborate with the QN to define, maintain, and support effective IV roles. Internal Verification should be viewed as a developmental process among staff. The QN should compile and securely store all standardisation evidence and decision records in a central location.

In summary, the procedure includes:

- Utilising standardised internal verification documentation.
- Verifying the suitability of all centre assessment instruments.
- Establishing an annual internal verification schedule aligned with assessment plans.
- Internally verifying a structured sample of assessments from all programs, units, sites, and assessors to ensure compliance with national standards.
- Maintaining secure records of all internal verification activities.
- Using the outcomes of internal verification to improve future assessment practices.

Links to other policies:

- Assessment Policy
- Marking Policy
- Exams and Controlled Assessment Policy
- Malpractice Policy

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- Conflict of Interest Policy
- Pearson documentation.

**Section C**

**17) Examinations risk assessment**

Risk	Early Warning	Control to prevent	Control to resolve
Invigilator not in work	Phone call or scripts not collected	Invigilator timetables – inform prior to exam to confirm dates	On busy days employ emergency invigilator or EO to cover
Fire Alarm goes off			Ensure invigilators are aware of policy. SMT to assist in maintaining security of the exam. Allocate specific area for exams
Student taken ill during exam			Invigilator aware of policy, first aider on call. Special consideration for all students
Bad weather or transport problems	Weather report	Possible delay to start of exam	Delay start, contact AB, isolation of candidates if late and hold staggered sessions if necessary. Special consideration
Students do not turn up for exam		Student timetables and information from subject teachers	Who rings the student? Where do they sit and who invigilates
Students turn up who are not entered		Subject teachers/Co-ordinators ensure entry checklists are correct	Find a paper, seat them, amend attendance list and make entry
Cheating in the room	Invigilator reports problem	Warning to candidate and information from tutor	Invigilator aware of policy, SMT on-call to deal with malpractice issue
Disruption in the room	Invigilator reports problem	Warning to candidate / candidates and information from tutors.	Invigilator aware of policy, EO and/or SMT on-call to deal with malpractice issues

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		Information from tutors to EO re problem students in order to isolate	
Late arrivals	Phone call or just turn up late	Candidate timetable and information from tutors	Invigilator aware of policy. Complete late arrivals form
Exam room flooded	Check room, or invigilator reports problem	Regular premises checks	Find alternative accommodation. Special consideration
Wrong entry made – incorrect paper		Subject teachers/Co-ordinators ensure entry checklists are correct	Contact EB for a copy of paper if necessary. Provide exam paper, seat and amend entry
EO leaves/long term sick	Notification from EO	Regular meeting with line manager	SMT to have back-up policy
Curriculum model changes	Government white paper. Information from NAA and QCA and AB's		Planning and Action Plan to implement changes. Review of job description
Damage to office		Regular premises checks	Need AB's handbooks, new equipment, phone line and office space. Copies of relevant information from HOD's. Contact NAA field support for assistance

**18) Malpractice policy**

This policy has been developed with the primary aim of upholding the integrity of the qualifications provided. Consequently, the failure to report any instance of malpractice is, in itself, an act of malpractice.

Malpractice can encompass actions that may or may not be directly linked to taking an examination. It includes maladministration and instances where there is a violation of the regulations. It also encompasses, but is not restricted to, activities such as not adhering to the rules concerning the management of controlled assessments, coursework, examinations, and non-examination assessments. This extends to any failures to comply with JCQ regulations regarding the administration of examinations/assessments and the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results, and certificate claim forms.

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In this context, 'malpractice' refers to any act, omission, or practice that constitutes a breach of the Regulations or that:

- Results in bias against candidates;
- Undermines trust in qualifications;
- Undermines, attempts to undermine, or may undermine the assessment process, the legitimacy of a qualification, or the accuracy of a result or certificate;
- Impairs the authority, standing, or credibility of any awarding organisation, educational institution, or any personnel, staff member, or representative of any awarding organisation or educational institution.

#### **Possible reasons for malpractice:**

- Deliberate with the purpose of securing an unjust advantage.
- Insufficient knowledge of the regulations by both school personnel and students.
- Unforeseen situations beyond the control of those affected, such as the activation of a fire alarm.

#### **Malpractice may involve:**

- Candidates
- School personnel: teachers, instructors, team leaders, trainees, or assessors
- Individuals participating in administrative tasks
- Assessment personnel: exams officers, exam assessors, moderators, or invigilators
- Third parties: In the case of controlled assessment and/or remote assessment, this category may encompass parents/caregivers, siblings, or friends.

#### **Report of Suspected Malpractice:**

In cases where a centre identifies suspected malpractice, the Head of Centre is obligated to promptly furnish the relevant awarding body with comprehensive details of the incident. Ideally, either Form JCQ/M1 (for suspected candidate malpractice) or Form JCQ/M2 (for suspected malpractice/maladministration involving centre staff) should be employed to notify the awarding body about the malpractice incident. You can access each of these forms on the JCQ website at <http://www.jcq.org.uk/exams-office/malpractice>.

Notifications submitted in letter format will also be accepted, provided they contain the requisite information as specified in the forms. Ultimately, unless directly involved in the act of malpractice or under suspicion for it, the responsibility for reporting and overseeing the process lies with the Head of Centre.

Furthermore, in addition to adhering to JCQ regulations concerning malpractice and its various forms, as well as maladministration and violations of the regulations, the Head of Centre must notify the relevant examining body about the investigation in accordance with their guidelines, aligning it with those outlined by the JCQ.

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- AQA.
- Pearson.
- Eduqas.

### Procedures for handling malpractice:

The handling of malpractice complaints and allegations involves the following phases:

- The allegation
- The response from the awarding body
- The inquiry
- The report
- The determination
- The opportunity for appeal

### Head of Centre responsibilities:

- Immediately inform the relevant awarding body of any alleged, suspected, or confirmed instances of malpractice.
- Utilise the appropriate forms for reporting malpractice.
- Take responsibility for ensuring that both the centre and its staff consistently adhere to the awarding body's instructions during an investigation.
- If necessary, delegate the collection of evidence to a senior member of the centre's staff, ensuring that there is no conflict of interest that could compromise the investigation.
- Promptly and transparently respond to all requests related to the investigation of an allegation.
- Provide requested information to the awarding body quickly and openly.
- Collaborate with an inquiry into an allegation of malpractice and ensure that your staff does the same.
- Inform staff members and candidates about their individual responsibilities and rights as outlined in this document and in the JCQ guidelines available at [https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice\\_20-21\\_v2-1.pdf](https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice_20-21_v2-1.pdf).
- Forward any correspondence and evidence from the awarding body to your centre's staff or provide staff contact information to facilitate communication with the awarding body.
- Relay any warnings or notices of penalties to the individuals involved and ensure compliance with any requests made by the awarding body as a result of a malpractice case.

It falls upon the Head of Centre to inform the individuals involved and relay information regarding sanctions and required actions in cases where they are applicable.

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### 19) Remark policy

Subject teachers may request a review of exam scripts if they have valid reasons to believe that a marking error may have occurred.

If a department wishes to initiate a review for any of their students, they must first obtain written authorisation from the Head of Centre. If the Head of Centre does not grant permission, the subject leader may proceed with the review but will be responsible for covering the remarking fee from their department's budget.

In cases where a parent or student requests a review, we will assess the situation and determine whether pursuing a review is in their best interest. After advising the parent or student, we expect a check to be issued to the school before proceeding with the review.

Please note that once an original script has been returned, it is no longer possible to request a review.

It's important to understand that a student's grade may either increase or decrease as a result of the review process.

A proforma for requesting a review can be obtained from Alisha. All staff members requesting a review must complete the Remark Request proforma.

### 20) Examinations access statement

To the best of our ability, we will ensure that:

- Adequate lighting is in place for all candidates.
- Our premises meet all legal requirements.
- We provide adapted facilities when necessary.
- We take into account the needs of all students during emergency evacuations.
- Evacuation procedures will be explained at the start of each exam.
- We will organise suitable seating or seating arrangements based on each candidate's requirements.
- Access arrangements will be requested and implemented in accordance with the individual's needs and with the approval of the Awarding Body.

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## 21) Internal assessment appeals policy

Impact North West Schools is dedicated to ensuring that when staff members evaluate students' work for external qualifications, they do so consistently and in alignment with the specifications for each specific subject.

The purpose of this policy is to encourage quality, uniformity, precision, and fairness in assessment, ultimately leading to fair awards.

Assessment will be carried out by staff members possessing the necessary knowledge and understanding, and who have undergone appropriate training in the assessment process. Impact North West Schools is committed to ensuring that candidates' work is verified in accordance with the requirements set by the awarding body.

This policy specifically pertains to the procedures and methods used in making internal assessment decisions and does not pertain to the actual judgments themselves.

### Commitment:

- This policy will be made available to all examination candidates.
- The policy will be regularly reviewed.
- The Examinations Officer will manage the appeals process.
- The Examinations Officer will record all appeals and the subsequent decisions.
- Appeals must be made in writing to the Examinations Officer.
- The purpose of the appeal will be to decide whether the process used for internal assessment confirmed to the awarding body's specification and subject-specific associated documents.
- A copy of the appeal and the decision will be sent to the candidate within 5 working days of the final decision.
- The school via the Exams Officer will inform the Awarding Body of any outcome from an appeal which has implications for the conduct of the examination or the issue of results at the school.
- Full details of any appeal will be made available to the Awarding Body on request.

### Procedure:

- Appeals must be submitted in written form by the candidate's parent/carer to the Exams Officer.
- All supporting evidence must accompany the appeal notice.

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- It is advisable to initiate appeals as soon as possible, with a deadline of no later than two weeks before the final scheduled examination in the series.
- An appeals panel, consisting of a minimum of three individuals, will review the internal process inquiry. At least one panel member should have had no prior involvement in the internal assessment.
- The candidate lodging the appeal should have a parent/carer or a friend present during the hearing.
- If the appellant intends to present any written materials during the hearing, copies must be provided to the Exams Officer seven days prior to the hearing. These materials will be distributed to the appeals panel ahead of the hearing.
- The appellant will receive written notification of the appeal's outcome, which will include any pertinent correspondence with the awarding body and any alterations made to internal assessment procedures.

The result of the appeal will be communicated to the Head of Centre and documented as a formal complaint. A written record of this complaint will be maintained and can be provided to the awarding body upon their request. In the event that the appeal reveals any procedural irregularities, the awarding body will be promptly notified.

#### **Enquiries about Examination Results:**

Enquiries regarding results can be initiated by teaching staff or candidates if there are valid reasons to suspect a marking error.

If such a request is made, the Examination Officer and Head of Centre may consent to allowing an appeal to be conducted at the centre's expense.

However, if the Examinations Officer and Head of Centre declines to approve an appeal, the candidate may choose to proceed with it, but in this scenario, they will be responsible for covering the associated appeal costs.

#### **22) Emergency evacuation of the examination room**

Upon hearing the fire alarm, the invigilator should take the following actions in case of an emergency, such as a fire alarm:

- Instruct the candidates to cease writing and leave their question papers and scripts on their desks.
- Lead the evacuation of the room in an orderly manner, maintaining silence. Candidates should not attempt to retrieve their bags or coats during the evacuation.

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- The invigilator should take the exam register and guide the candidates out of the room, following the emergency exit signs.

**Upon assembly:**

- Verify the candidates' identities against the exam register.
- Ensure that examination candidates do not interact with other students and do not possess mobile phones.
- Maintain close supervision of the candidates while they are outside the examination room.
- Ensure that there is no discussion regarding the examination, and inform the candidates that they are still subject to examination regulations.
- Record the time of the interruption and its duration.
- After the emergency, the Examinations Officer or a senior staff member will instruct you on when to return to the examination room.
- Upon returning to the examination room, grant the candidates the full allotted working time for the examination.
- Prepare a comprehensive written report of the incident using the provided "Exam Room Incident Log" and submit it to the Examinations Officer.

**23) Examination contingency plan**

See separate document.

[Examination Contingency Plan](#)

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**24) Examination room seating plan**

<b>Date:</b>	
<b>Time:</b>	
<b>Room:</b>	
<b>Invigilators:</b>	
<b>Signature:</b>	
<b>Subject:</b>	
<b>Exam code:</b>	

**Computer room**


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**Upstairs 1**





**Upstairs 2**



**Section D**

**25) Invigilators training and guidance**

**TRAINING FOR EXAM INVIGILATORS**

This section contains information and guidance on:

- The exam centre
- The role of the invigilator
- Invigilating the exam
- Checklist for invigilators
- Invigilators verbal instructions
- Memory aids for scribes and readers

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### Exam centre information

**Q:** Where is the exam room located?

**A:** On the top floor, within the cupboard located to the left.

**Q:** What is our Centre number?

**A:** 34714

**Q:** If you are unable to invigilate an exam as scheduled, what should you do?

**A:** Contact Jayne / SLT or Alisha (Exam Officer) as soon as possible to inform them that you are not available to invigilate the exam.

**Q:** At Impact North West Schools, how soon are invigilators asked to arrive before the exam starts?

**A:** At least 10 minutes before the start. However if you are starting the exam you will need to be earlier in order to collect the papers and ensure the room is arranged according to exam procedures.

### Evacuation procedure

**Q:** When the alarm bell rings, and you evacuate the exam room, what do you do with the exam materials?

**A:** Adhere to the school's evacuation protocols. Leave your belongings in place and exit the room safely. Proceed to the designated assembly point, maintaining distance from the rest of the school population. Pupils must have supervision and maintain complete silence throughout the process. Once the "all clear" signal is issued, return quietly to the examination room, take note of the time missed, and inform the candidates that this time will be added to their examination duration. Resume the examination and complete the necessary documentation to report the incident to the examination board.

**Q:** In an on-screen test, what would you ask the candidates to do when you heard the fire alarm?

**A:** Invigilators should refer to the awarding body specific instructions in the exam room. (See JCQ ICE regulations).

**Q:** Which external document would you refer to for guidance on how to conduct exams?

**A:** The JCQ Instructions for Conducting Examinations (ICE) regulations.

**Q:** Who signs the 'invigilator register'?

**A:** Each invigilator as they go on and off duty.

**Q:** Can centres start exams when they like?

**A:** No, they can only initiate exams either 30 minutes earlier or later than the officially designated start times, unless the testing centre has modified the timetables for individual candidates due to scheduling conflicts.

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### Timetabling

**Q:** Which external document would you refer to for guidance on how to conduct exams?

**A:** Pupils are supervised at all times until the next exam starts. This will include arrangements for the supervision of candidates if rest breaks are offered - see JCQ ICE regulations.

**Q:** What is a 'clash candidate' and what must you do with them?

**A:** 'Clash candidates' are candidates who have two or more exams timetabled at the same time and the total time within one sessions exceeds 3 hours. These candidates must be kept under supervision at all times during any breaks between exams.

### The role of the Invigilator

**Q:** What is the primary role of an invigilator?

**A:** Invigilators must ensure the security of the exam, before, during and after the exam.

### Identification of candidates

**Q:** What is the procedure for identifying candidates for written exams?

**A:** Tutors/teachers check the identification of each pupil sitting the exam.

**Note:** JCQ ICE regulations explain that arrangements must be in place to allow invigilators to carry out adequate checks on the identity of candidates.

### Access arrangements

**Q:** How would you identify those candidates with extra time in the exam room?

**A:** The Exam Officer and/or subject teacher will identify those pupils who require extra time etc prior to the exam starting and inform the invigilators.

**Q:** Name common 'access arrangements' for exam candidates?

**A:** Use of a laptop, reader, scribe or extra time

### Behaviour management

**Q:** If a candidate unintentionally or otherwise, starts to make a noise that is disturbing other candidates, what would you do?

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**A:** Quietly approach the candidate and ask them to stop. Record the details of the incident, the time, and the candidate's name.

### Invigilator ratio

**Q:** How many invigilators are required for practical exams or on-screen tests?

**A:** At Impact North West Schools there must be two invigilators for more than one candidate.

**Q:** How many invigilators are required for written exams?

**A:** At Impact North West Schools, it is necessary to have two invigilators when there is more than one candidate taking an exam. If the number of candidates is larger, and an invigilator may need to step out, then three staff members will be needed at the beginning of the examination. Pupils must be under supervision if they leave the room for a restroom break or a designated break. They should return to the room discreetly to resume the exam within the agreed-upon time, which must fall within the allocated exam period.

### On-screen testing

**Q:** How would you time an on-screen test?

**A:** In most cases, you would use the clock on the screen which counts down. However, specific awarding body instructions should be consulted.

**Q:** Where would you find the regulations about conducting on-screen tests?

**A:** Awarding body specific instructions/JCQ ICE regulations.

**Q:** If you were invigilating an on-screen test and the candidates' computer screen suddenly went black, what would you do?

**A:** Follow the centre's instructions for summoning technical help. Reassure the candidate.

### Invigilating the Exam

#### Unauthorised materials

**Q:** How would you find out which materials are allowed in the exam room for a particular exam?

**A:** Exam paper instructions/awarding body/JCQ ICE regulations. Pupils can take their own pens in a clear plastic pencil case.

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**Q:** The most common unauthorised materials are:

**A:** Any of the below:

- Mobile phones/ SMART watches
- Ipads or MP3 players
- Any food or drink in packages with labels on
- Ear phones

### Copying

**Q:** Would you immediately stop the exam if you suspected one candidate of copying from another?

**A:** No. You would minimise disruption and warn the candidate concerned that he/she might be disqualified from the exam. Any evidence such as answers written on a ruler or eraser, or notes passed between candidates, must be removed and retained. Incident and candidate details should be noted and reported to the exams officer.

### Mobile Phones

**Q:** What should candidates do with their mobile phones and/or electronic equipment before the start of an exam?

**A:** Before the start of an exam, candidates should switch off equipment and disconnect earphones. Hand them in to the officer or to their tutor who should store them safely away from the exam room.

**Q:** If a mobile phone rings during an exam, what should you do?

**A:** Find it as quickly as possible, switch it off and remove it from the exam room. Report the incident to the exams officer at the end of the exam.

The unauthorised use of electronic equipment during an examination is a serious offence and could result in disqualification.

### Asking for Assistance

**Q:** If you have a query or there is a problem whilst you are invigilating an exam, how do you ask for help, or summon assistance?

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**A:** If two or more invigilators then one may need to leave briefly to get assistance. If only one invigilator then they may need access to a telephone which should be muted prior to the exam starting. Regular checks will be made by the Exams Officer/Head Teacher/Head of Centre to ensure all is OK.

### JCQ Inspection

**Q:** If an invigilator, what should you do when an inspector enters the room?

**A:** If it is not possible to immediately identify them as an inspector, you should challenge anyone who enters the exam room. Continue to invigilate the exam as normal.

### Before the exam starts

**Q:** Five practical requirements for the set up of an exam room are:

**A:** As per JCQ ICE regulations, these might include, but are not limited to:

- Desks 1.25m apart
- Alternative means of summoning assistance
- All displays and posters down
- Clock
- Whiteboard

**Q:** Where should invigilators collect equipment, notices and exam papers if they are not already in the room?

**A:** Exam papers are available from Alisha who keeps the papers in the safe. She also has other documents in the exams cupboard.

**Q:** Name five important documents that should be found in and around an exam room?

**A:** As per JCQ ICE regulations, these can include, but are not limited to:

- Invigilators log
- Attendance register
- Seating plan
- JCQ warning notices
- JCQ ICE regulations

### Getting Candidates into the exam room

**Q:** Between what times are candidates deemed to be 'under exam conditions?'

**A:** JCQ ICE regulations state that an exam is deemed to be in progress from the time candidates enter the room, until all the scripts have been collected.

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**NOTE:** Good practice would suggest that exam conditions should be maintained until candidates have left the exam room/area to ensure candidates who are still working are not disrupted.

**Q:** How would you seat candidates in the exam room?

**A:** In candidate number order in seats directed by staff.

**Q:** What must candidates do with their coats and bags?

**A:** They must be left in classrooms away from the exam room.

### Starting the Exam

**Q:** What should be written on the whiteboard at the front of the room?

**A:** Centre number, start and finish times, exam title, paper number, awarding body.

**Q:** What should the lead invigilator say to candidates at the start of the exam?

**A:** Follow the guidance given on “invigilators announcement” found in the examination packs.

### During the Exam

**Q:** How soon after the start of the exam may candidates leave the room?

**A:** Candidates may not leave the exam room until at least one hour has passed since the published start time, or a period equal to the duration of the exam if less than one hour in length.

**Q:** If a candidate asks you a question about how many questions they should attempt to answer in the exam paper, what should you do?

**A:** Refer to the information provided on the front of the candidate’s exam paper. If the answer is not obvious, summon assistance, do not offer an opinion.

**Q:** Are you allowed to speak to other invigilators when an exam is in progress?

**A:** No, invigilators must not talk amongst themselves unless it is to convey information.

**Q:** What should invigilators do during the exam?

**A:** They must be vigilant to the exam procedures at all times. They must not do their own work and be alert to the needs of the candidates at all times.

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**Q:** What should I do if a candidate needs a comfort break during an exam?

**A:** Pupils may go for a break accompanied by a member of staff. They must leave and return quietly to the room in the agreed time. However, the appropriate ratio of invigilators to candidates **MUST** be maintained at all times.

### Late Arrivals

**Q:** What is considered a late arrival?

**A:** Candidates who arrive within one hour of the published exam start time.

**Q:** If a candidate arrives late for an exam, are they still allowed to sit the exam?

**A:** Yes, late arrivals can still sit the exam. However, they must be warned that their work may not be accepted by the awarding bodies.

### Ending an exam

**Q:** Why are treasury tags included in exam stationery supplies?

**A:** To allow candidates to attach extra sheets to their exam scripts.

**Q:** When should you warn candidates that their allocated time is almost up?

**A:** Five minutes before the specified end time.

**Q:** If the exam time is up and you have instructed candidates to stop writing, are they allowed to get up and walk around or talk?

**A:** No, candidates must remain seated under exam conditions until they are instructed to leave the room.

**Q:** How should candidates be dismissed and why?

**A:** Row by row and in silence as others may still be working.

### Collecting scripts

**Q:** Once the exam is over, can candidates take their question papers with them?

**A:** No, papers must not be removed from the exam room.

**Q:** Can candidates leave an exam room before their exam scripts are collected?

**A:** No, scripts must be collected before any candidates are allowed to leave the exam room.

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**Q:** Where should invigilators put completed scripts lists at the end of the exam?

**A:** These should be immediately given to the exam officer who will store them securely.

**Q:** How should invigilators leave the room at the end of the exam?

**A:** If no more exams are due that day then pens etc and scripts should be returned to the Exams Officer. If the exam series has finished then notices should be taken down and the clock returned to the Exams Officer.

### Checklist for Invigilating Examinations

1. If you're commencing the exam, please gather the required materials and examination papers from Alisha.
2. Arrive promptly at the examination room.
3. Ensure that the correct notices are prominently displayed both inside and outside the examination room.
4. Verify that the clock is functioning properly and clearly visible.
5. Write down the exam title, date, centre number, start and finish times on a board or paper, making sure it's easily visible to the students.
6. Provide students with a clear explanation of the instructions and rules.
7. Ensure that students are aware of their candidate numbers.
8. Have students complete the necessary information on the front of their answer scripts.
9. Fill out any required documentation for access arrangements, attendance, and seating plans.
10. Maintain silence throughout the examination, except when staff need to communicate about exam-related matters.
11. Position yourself in areas that allow you to supervise all students while maintaining a reasonable distance.
12. Allow students to take supervised short breaks as needed.
13. Return the completed papers, unused papers, and the attendance sheet to Alisha.

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- Promptly return notices, pens, and other materials after the exam and place them back in the box which will be located in the staff room.

**Suggested wording for the invigilator's announcement at the beginning of a written examination:**

- You are required to adhere to the examination regulations.
- Only the materials specified on the question paper are permitted within the exam room. You are strictly prohibited from having any other materials in your possession or nearby.
- Take a moment to inspect your pockets thoroughly. Look for items such as notes, books, paper, iPads, and mobile phones. If you discover any unauthorised items in your possession, it is imperative that you immediately surrender them to an invigilator. Failure to comply with this directive may result in disqualification.
- For exams that permit books, please ensure that you confirm the absence of notes or paper inside any allowable books present in the examination room, and verify that you have the correct edition of the permitted set text(s).
- For exams where calculators are allowed, please verify that the calculator's lid, case, or cover does not contain printed formulas or instructions.
- Additionally, confirm that you have received the correct paper for your subject, unit, level, or tier.
- Complete all the required information on the front of your answer book (or question paper). Be diligent in providing these details on any supplementary answer sheets that you may use.

**ALLOW TIME FOR CANDIDATES TO FILL IN THE DETAILS**

- Please review the guidelines provided on the front of the question paper. If necessary, you may choose to verbally communicate these instructions to the candidates.
- Ensure that you have gathered all the necessary materials for the examination.

**ALLOW TIME FOR CANDIDATES TO FILL IN THE DETAILS**

**TELL THE CANDIDATES ABOUT ANY ERRATUM NOTICES**

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10. Writing must be done exclusively in black ink. Pencils are permissible for drawings and rough notes.
11. Ensure that your writing is confined to the designated sections of the answer booklet.
12. Any rough work must be completed within your answer book and clearly crossed out with a single line. For multiple-choice papers, please remember that you should perform any rough work within the question book.
13. Prohibited materials include correction pens, correction fluid or tape, erasable pens, blotting paper, highlighters, or gel pens. Do not use any of these items in your responses.
14. It is strictly forbidden to communicate in any way with other candidates during your time in the examination room. In case you require assistance or wish to report an issue, kindly raise your hand to get the invigilator's attention.
15. In the event of a fire alarm activation, please remain seated and await instructions from the invigilator.

**TELL CANDIDATES WHEN THEY MAY BEGIN AND HOW MUCH TIME THEY HAVE**

### A memory aid for a scribe

I am here to write/type for you in your examination

My role is to transcribe exactly what you express, whether in spoken or written form.

I can create maps, graphs, and diagrams based on your instructions, but I cannot perform design work for you.

I have the capability to revise what I've written/typed, but only upon your request.

In case we encounter difficulties in communication, I am obligated to inform the invigilator.

It's important to understand that I cannot provide any assistance with answering questions.

I am unable to determine when an answer is considered complete.

I cannot guide you in selecting specific questions or advise you on when to proceed to the next one.

I cannot influence your choice of which questions to tackle first.

During authorised rest breaks, I am not allowed to write/type on your behalf.

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If requested, I can review what I have transcribed, but I will do so only if you ask me to.

Centres are responsible for ensuring that both invigilators and individuals serving as scribes receive proper training and are well-acquainted with the regulations.

It is crucial to inform the candidate in advance, for instance, before internal school assessments or practice exams, about the capabilities and limitations of a scribe.

### **A memory aid for a reader**

My role here is to serve as a reader for you during your examination.

To facilitate this process, please clearly specify what you would like me to read.

I am authorised to read aloud the instructions and the questions, and I can repeat instructions if you specify which ones you need me to read again.

However, I cannot provide guidance on which questions to select or advise on when to proceed to the next question.

I am able to suggest which question to begin with.

If you require spelling assistance, I can spell words, but only those present on the question paper.

Furthermore, I can read back your answers, but I will do so only when you request it.

For GCSE English and GCSE Language examinations, I can read aloud the questions in the writing section, but I am unable to read any of the questions in the reading section.

Educational centres are responsible for guaranteeing that both invigilators and individuals serving as readers receive adequate training and possess a thorough understanding of the regulations.

It is imperative to inform the candidate in advance, such as before internal school assessments or practice exams, about the capabilities and limitations of a reader.

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