



## Exam Policy 2025/26

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# EXAMINATIONS POLICY

## The purpose of this examination policy is:

- to ensure the planning and management of examinations is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient examination system with clear guidelines for all relevant staff.
- To ensure that all exams and assessments are conducted according to JCQ and awarding body regulations, guidelines and instructions thus maintaining the integrity and security of the exam/assessment at all times.

This policy is reviewed annually by the Head of Centre, Examinations Officer and the Governors to ensure that ways of working are accurately reflected, and that exams and assessments are conducted in accordance with JCQ (and awarding body) regulations, instructions and guidance.

It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy. It should be read in conjunction with the Examinations Handbook which provides further information.

This policy is written in accordance with the latest JCQ Instructions for Conducting Examinations and is reviewed annually.

## Examination responsibilities

### Head of Centre

Has overall responsibility for the school as an examination centre and ensures that all relevant staff are trained, directed and supported so that the integrity and security of the exams process is always maintained. The Head of Centre confirms annual compliance by signing the JCQ Centre Declaration and ensuring ICE regulations are disseminated to all relevant staff

### Examinations Officer

Manages the administration of public and internal examinations and analysis of examination results. Keeps up to date with information from awarding bodies regarding all administrative procedures and key dates. Maintains JCQ-required logs (training, secure storage, second pair of eyes)

### Deputy Examinations Officer & Invigilators

Manages and conducts the running of the examination sessions under the guidance of the Examinations Officer.

### Member of SLT with Responsibility for Examinations

Has strategic oversight of examinations/procedures and supports the Exams Team in planning and implementation of examinations.

### Heads of Department

Provide relevant information to the Examinations Officer and appropriate guidance to candidates regarding examination entries or amendments to entries.  
Supports staff in the delivery of qualifications.

### Subject Teachers

Notify access arrangements (as soon as possible after the start of the course) and submit candidate names to Heads of Department.

To update themselves of any awarding body information and keep within relevant deadlines.

### SENCO

Administers access arrangements.

### **ALS Lead**

Works under the guidance of the SENCo.

Oversees the concessions room during examinations.

Liaises with the Examinations Officer regarding concessions awarded and running of examinations.

### **Candidates**

Confirm and sign entries, read and understand the NEA (non-examination assessment) regulations and sign a declaration that authenticates the NEA as their own.

### **Administrative Staff and invigilators**

Support the examination process by attending training annually

BCS online examinations - Invigilating staff are required to be observed during their first live testing session and annually thereafter to ensure assessment regulations are being followed.

### **The statutory tests and qualifications offered**

The statutory tests and qualifications offered at this centre are decided by the Head of Centre in conjunction with Heads of Subject, Heads of Sixth Form, other members of the Senior Leadership Team and Governors. The subjects offered for these qualifications, which will be checked annually by staff in the Examinations Office, in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Examinations Office must be informed as soon as first teaching is started on the subject. This is reviewed and confirmed by Heads of Department/Subject Leaders annually.

### **Examination seasons and timetables**

#### **Examination seasons**

Internal mock examinations are scheduled in November (KS5) & February (Year 11, 10 and 13). External examinations are scheduled in November (Year 12 resits), January and June. All mock examinations are held under external examination conditions. The Head of Centre decides which examination syllabus is used in the centre.

#### **Timetables**

The Examinations Officer will circulate the examination timetables for external examinations, once these are confirmed, in hard copy, email and/or online as necessary.

### **Entries, entry details, late entries and retakes, identification of candidates**

#### **Entries**

Candidates are selected for their examination entries by Heads of Department and subject teachers. A candidate or parent/carer can request a subject entry, change of level or withdrawal which will be considered on an individual basis. The centre will consider requests for external entries from former students only. These will be considered on an individual basis. All external candidates are required to provide photographic evidence of identity for examinations.

#### **Late entries**

Entry deadlines are circulated to Heads of Department via email and post. Late entries are authorised by Heads of Department and the Examinations Officer.

#### **Retakes**

Candidates are allowed retakes in GCSE, AS or A2 where appropriate. Retake decisions will be made in consultation with the candidates, subject teachers, Head of Sixth Form, Examinations Officer and the Heads of Department. The final decision in the case of disagreement rests with the Head of Centre and must be based on the needs of each individual student. (See also section 5: examination fees)

## **Identification of candidates**

The centre will ensure that identities are checked for all students taking examinations. This will be carried out by the Examinations team with assistance from SLT and attendance at the beginning of every examination session. Candidate identification is confirmed through centre records, seating plans, and invigilator checks. Photo identification is used as an additional safeguarding measure where appropriate

## **Examination Fees**

All external examination fees for initial registration and all examination entry fees are paid by the centre except where a candidate chooses to re-take a module or whole examination and receives no additional timetabled teaching in preparation. In this case the cost would normally be paid by the candidate – this includes resits in Year 13 following the summer of Year 12.

Late entry or amendment fees are normally paid by the departments except in exceptional circumstances as authorised by the Headteacher. Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

Reimbursement will be sought from candidates who fail to sit an examination or meet the necessary coursework requirements. This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of KS4 and KS5 courses.

Retake fees for first and any subsequent retakes are paid by the candidates prior to entry. Candidates must pay the fee for an enquiry about a result prior to submission of that request, should the centre not uphold the enquiry, and the candidate insist on pursuing the enquiry.

## **The Disability Discrimination Act (DDA), special needs and access arrangements**

### **Equality Act**

The Equality Act 2010 extends the application of the DDA to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law and take account of latest guidance. This is detailed in Appendix E.

### **Special needs**

A candidate's special needs requirements are determined by the SENCO and other related external services overseen by the Head of Centre.

### **Access arrangements and word processors**

Making special arrangements for candidates to take examinations is the responsibility of the SENCO. Candidates will only be granted the use of a word processor in exams where he/she has a firmly established need, and it reflects the candidate's normal way of working. By not awarding this, the student would be at a substantial disadvantage to other candidates.

Word processors used in examinations must not include AI tools. The Centre's Word Processor Policy applies and is reviewed annually.

### **Candidates, clash candidates and special consideration candidates**

The centre's published rules on acceptable dress and behaviour applies at all times in addition to existing JCQ regulations that are in force. Candidates' personal belongings remain their own responsibility, and the centre accepts no liability for their loss or damage. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates may leave the examination room for a genuine purpose only and are usually required to return to the room immediately afterwards, requiring an immediate return to the examination room. In such an event, a member of staff must accompany them at all times. Parents are responsible for candidates who are late for their examinations, or do not turn up at all.

### **Clash candidates**

The Examinations Officer will be responsible as necessary for liaising with the candidates and their family to establish that they fully understand the rules relating to overnight clashes where this is applicable. This is permissible only in the most exceptional circumstances and as a last resort.

Where candidates are taking two or more examinations in a session and the total is 3 hours or less, the candidate will take their examination in the same session. They are permitted a 20-minute break under examination conditions in between examinations. Where exams total over 3 hours and over, candidates will be held under examination conditions between examinations within the school and cannot attend revision sessions.

### **Special consideration**

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility (or his/her parents/guardians) to alert the centre, or the examination invigilator, to that effect. Any special consideration claim must be supported by appropriate evidence within five days of the examination, for example a letter from the candidate's doctor.

The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the end of the examination season.

### **Non-Examination Assessments (NEAs) and appeals against internal assessments**

Candidates who must prepare portfolios should do so by the end of the course or centre-defined date.

Controlled Assessments should be managed in line with the 'Policy for the Management of Non-Examination Assessments' (Appendix A) Heads of Department will ensure all coursework/controlled assessments are ready for despatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom. Marks for all internally assessed work are provided to the exams office by the subject teachers and the Heads of Department. This centre maintains a separate JCQ-compliant NEA Policy and Internal Appeals Procedure, reviewed annually

### **Malpractice & AI**

The centre's Malpractice Policy explicitly covers the acceptable and unacceptable use of AI by candidates and staff and the associated sanctions. Invigilators and teaching staff escalate suspected malpractice immediately in line with JCQ procedures.

### **Appeals for NEAs and Complaints**

The centre publishes a separate procedure on this subject Appendix D for NEA appeals. This is available on the school website as well as the school complaints policy and candidates and parents/carers will be advised where such information is available. The Internal Appeals Procedure covers appeals regarding internal assessment decisions, access arrangements and special consideration decisions, and post-results services and appeals.

### **Results, enquiries about results and access to scripts**

#### **Results**

Candidates will receive individual results slips on results days in person at the centre. If a candidate is unable to collect in person, they may nominate someone to collect their results on their behalf. The candidate must email [Exams@WarlinghamTLT.co.uk](mailto:Exams@WarlinghamTLT.co.uk). Results will also be visible on Arbor from 1pm. Candidates can pay for their results to be posted on Arbor. These will be posted to their home addresses (as held on the school database). Arrangements for the school to be open on results days are made by the Head of Centre. The provision of staff on results days is the responsibility of the Head of Centre.

Students will be informed of how they can apply for a review of marking, clerical check or appeal to the awarding bodies should they feel their grade is incorrect.

The centre aggregates at the end of Year 13 for A level. There are a few exceptions to this relating to some vocational courses.

Provisional results will not be withheld from any candidate under any circumstances. Unclaimed certificates are retained for at least 12 months and destroyed confidentially thereafter with a retention log, or returned to the awarding body where applicable

### **Enquiries about results**

Enquiries about results may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. When the Centre does not uphold an enquiry about results, 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. A detailed explanation found in Appendix D.

BCS Board - Students have the right to appeal within 20 days of their online examination if they believe there has been an error.

### **Access to scripts**

After the release of results, candidates may ask subject staff to request the return of papers within three days of receiving their results. If a result is queried, the Examinations Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a review of marking. Centre staff may also request scripts for investigation or for teaching purposes. For both, the consent of candidates must be obtained. Reviews of marking cannot be applied for once an original script has been returned.

### **Certificates**

Certificates are either presented in person, posted with the agreement of the candidate (who bears the cost) or collected and signed for. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so by the candidate. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Students are advised to arrange to collect certificates every year via the Exams Handbook, assemblies, email, results information and on the school's website. The Centre is only obliged to retain certificates for one year. Therefore, there is no guarantee that certificates will be available if not collected within that time.

### **Timetable variations, clashes & overnight supervision**

Start-time windows and supervised break rules are applied exactly as set out in JCQ ICE. Overnight supervision arrangements are only implemented where permitted by JCQ ICE and where supported by completed JCQ CAP documentation and parental consent; communication restrictions are enforced, and Friday PM deferrals are sat on Saturday AM where applicable.

### **Alternative sites**

Where an examination is conducted at an address other than the registered centre address, the JCQ Alternative Site online form is submitted no later than six weeks before the series. Question papers remain at the registered address until no more than 90 minutes before the awarding body's published start time and are transported by centre staff in sealed, secure packaging.

### **Posters, invigilator announcements & calculators**

The current academic year's JCQ Warning to Candidates and Unauthorised Items posters are displayed outside every exam room. Calculator use follows JCQ for all relevant assessments and awarding body variations.

## Administration

### Cyber Security

All centre staff who access awarding body systems must complete annual cyber security training. Certificates of completion are retained for inspection. Warlingham maintains a Cyber Security Policy and enforces multi-factor authentication (MFA), secure account management, and regular access reviews for all systems interfacing with awarding bodies. Any suspected compromise of awarding body systems will be reported immediately to the awarding body in accordance with JCQ requirements.

### Secure room, secure storage & second pair-of-eyes

The secure room is used solely for administering secure examination materials; access is restricted to 2–6 keyholders (one is the Examinations Officer). Only current ('live') confidential assessment materials are stored in the secure storage facility; past papers and mock materials are stored separately. • Before opening any question paper packet, an authorised second member of staff conducts and records a 'second-pair-of-eyes' check (day, date, time, subject/component, tier).

Electronic question papers, splitting packets Where a PDF copy of a standard paper is used (e.g., coloured/A3/computer reader), it is downloaded and printed within prescribed release windows and within a secure environment at the centre. If packets are split for multiple rooms/sites, this is done in the secure room within permitted timeframes; packets are re-sealed, logged, and returned to the secure storage facility until distribution.

### Resilience and contingency arrangements

We gather and securely retain evidence of student's performance in line with the JCQ guidance. In the unlikely event that the government determines that examinations cannot go ahead, Warlingham can provide evidence such as assessment performance to enable an alternative method of awarding grades. Please see Appendix C for Warlingham School Contingency plan.

Approved by Local Governing Body	Spring 2026
Due for review	Spring 2027
SLT Member	Mrs L Watts

## Appendices A and B: Management of NEAs

### Introduction

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking (NEA, section 1)

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

### Purpose of the policy

The purpose of this policy is to confirm that Warlingham adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

### 1. The basic principles

Head of centre role and responsibilities:

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments**, confirming:
  - all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
  - (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
- Ensures the centre's **Non-examination Assessment Policy** is fit for purpose
- Ensures the centre's **Internal Appeals Procedures** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

#### Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication **Instructions for conducting non-examination assessments** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

#### QA lead/Lead internal verifier role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

#### Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication **Instructions for conducting non-examination assessments** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

#### Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication Instructions for conducting non-examination assessments
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

#### Exams office/officer role and responsibilities:

- Signpost the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

## 2. Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

## Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

## 3. Task taking

### Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution
- Ensure candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social media
- Ensure candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

### Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Not to provide candidates with model answers or outlines/headings specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner Ensure when work has been assessed, candidates are not allowed to revise it

## Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

## Word and time limits

Subject teacher role and responsibilities:

- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory

## Collaboration and group work

Subject teacher role and responsibilities:

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment Assess the work of each candidate individually

## Authentication procedures

Exam officer role and responsibilities:

Produce staff with JCQ publication instructions for conducting NEAs

Produce staff with JCQ AI use in assessment guidance and Warlingham School AI Policy

Provide updates and posters from the JCQ to teachers.

Subject teacher role and responsibilities:

- Where required by the awarding body's specification:
- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications Instructions for conducting non-examination assessments and informs a member of the senior leadership team

- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

### Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ publication Instructions for conducting non-examination assessments unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

### Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication Instructions for conducting non-examination assessments Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document Information for candidates - Social Media)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

#### 4. Task marking - externally assessed components

##### Conduct of externally assessed work

Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to the JCQ publication Instructions for conducting examinations
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams office/officer role and responsibilities:

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and according to JCQ publication Instructions for conducting examinations

##### Submission of work

Subject teacher role and responsibilities:

- Provide the attendance register to a Visiting Examiner

Exams office/officer role and responsibilities:

- Provide the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series

## 5. Task marking - internally assessed components

### Marking and annotation

Head of centre role and responsibilities:

- Ensure where a teacher is teaching/preparing a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter), a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

### Internal standardisation

QA lead/Lead internal verifier role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensure accurate internal standardisation - for example by
  - obtaining reference materials at an early stage in the course
  - holding a preliminary trial marking session prior to marking
  - carrying out further trial marking at appropriate points during the marking period after most marking has been completed,
  - holds a further meeting to make final adjustments
  - making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards

- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

#### Submission of marks and work for moderation

##### Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

##### Exams office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensure that for postal moderation
  - work is dispatched in packaging provided by
  - the awarding body moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

#### Storage and retention of work after submission of marks

##### Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period

- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Exams office/officer role and responsibilities:

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

#### External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

#### External moderation - feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exams office/officer role and responsibilities:

- Access or signpost moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

#### 6. Access arrangements

Subject teacher role and responsibilities:

- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

ALS lead/SENCo role and responsibilities:

- Follow the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met Ensure that staff acting as an access arrangement facilitator are fully trained in their role

## 7. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments Liaise with the exams officer to report loss of work to the awarding body

Exams office/officer role and responsibilities:

- Refer to/directs relevant staff to the JCQ publication A guide to the special consideration process:
  - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
  - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
  - Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

## 8. Malpractice

(Separate Malpractice & AI policy)

Head of centre role and responsibilities:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensures candidates are aware of the risks of using AI in assessments (Separate AI policy)
- Ensure candidates understand the JCQ document Information for candidates - non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates - Social Media
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office/officer role and responsibilities:

- Signpost the JCQ publication Suspected Malpractice: Policies and Procedures to the head of centre
- Signpost the JCQ Notice to Centres - Sharing NEA material and candidates' work to subject heads
- Signpost candidates to the relevant JCQ information for candidates documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

## 9. Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ publication Post-Results Services
- Ensure the centre's Internal Appeals Procedures clearly detail the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

## 10. Endorsements

### **Spoken Language Endorsement for GCSE English Language specifications**

QA lead/Lead internal verifier role and responsibilities:

- Ensure the appropriate arrangements are in place for internal standardisation of assessments
- Subject lead role and responsibilities:
- Confirm understanding of the Spoken Language Endorsement for GCSE English Language specifications and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

Exams office/officer role and responsibilities:

- Follow the awarding body's instructions for the submission of grades and recording

<b>Management of Risks</b>		
<b>Issue/Risk</b>	<b>Centre actions to manage issue/mitigate risk</b>	<b>Action by</b>
<b>Centre staff malpractice</b>	<b>Records confirm that relevant centre staff are familiar with and follow:</b>	HOC/EO
	the current JCQ publication Instructions for conducting non-examination assessments	
	the JCQ document Notice to Centres - Sharing NEA material and candidates' work	
<b>Candidate malpractice</b>	<b>Records confirm that candidates are informed and understand they must not:</b>	HOD
	submit work which is not their own	
	make available their work to other candidates through any medium	
	allow other candidates to have access to their own independently sourced material assist other candidates to produce work	
	use books, the internet or other sources without acknowledgement or attribution	
	submit work that has been word processed by a third party without acknowledgement	
	include inappropriate, offensive or obscene material	
	Records confirm that candidates have been made aware of the JCQ documents Information for candidate's non-examination assessments and Information for candidates – Social Media - and understand they must not post their work on social media	
<b>Task setting</b>		

<b>Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online</b>	Awarding body key date for accessing/downloading set task noted prior to start of course	HOD
	IT systems checked prior to key date	
	Alternative IT system used to gain access	
	Awarding body contacted to request direct email of task details	
<b>Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification</b>	Ensures that subject teachers access awarding body training information, practice materials etc.	HOD
	Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification	
	Samples assessment criteria in the centre set task	
<b>Candidates do not understand the marking criteria and what they need to do to gain credit</b>	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates	HOD
	Records confirm all candidates understand the marking criteria	
	Candidates confirm/record they understand the marking criteria	
<b>Subject teacher long term absence during the task setting stage</b>	See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)	HOC
<b>Issuing of tasks</b>		
<b>Awarding body set task not issued to candidates on time</b>	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course	HOD
	Course information issued to candidates contains details when set task will be issued and needs to be completed by	
	Set task accessed well in advance to allow time for planning, resourcing and teaching	
<b>The wrong task is given to candidates</b>	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates	HOD
	Awarding body guidance sought where this issue remains unresolved	
<b>Subject teacher long term absence during the issuing of tasks stage</b>	See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)	HOC
<b>A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded</b>	Ensures the candidate's presentation does not form part of the sample which will be recorded	HOD
	Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	
<b>Task taking</b>		
<b>Supervision</b>		

<b>Planned assessments clash with other centre or candidate activities</b>	Assessment plan identified for the start of the course	HOC
	Assessment dates/periods included in centre wide calendar	
<b>Rooms or facilities inadequate for candidates to take tasks under appropriate supervision</b>	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course	HOC
	Staggered sessions arranged where IT facilities insufficient for number of candidates	
	Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	
<b>Insufficient supervision of candidates to enable work to be authenticated</b>	Confirm subject teachers are aware of and follow the current JCQ publication <b>Instructions for conducting non-examination assessments</b> and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates	HOC
	Confirm subject teachers understand their role and responsibilities as detailed in the centre's Nonexamination Assessment Policy	
<b>A candidate is suspected of malpractice prior to submitting their work for assessment</b>	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (Malpractice section) are followed	HOD
	An internal investigation and where appropriate internal disciplinary procedures are followed	
<b>Access arrangements were not put in place for an assessment where a candidate is approved for arrangements</b>	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate	HOD/EO
<b>Advice and feedback</b>		
<b>Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work</b>	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures	HOD
	Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity	
	Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component	
	Candidate confirms/records advice and feedback given prior to starting on their work	
<b>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</b>	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedure	HOD
	Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity	

	Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component	
	Candidate confirms/records advice and feedback given during the task-taking stage	
<b>A third-party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</b>	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant	HOC
	Records as detailed above are provided to confirm all assistance given	
	Where appropriate, a suspected malpractice report is submitted to the awarding body	
<b>Candidate joins the course late after formally supervised task taking has started</b>	A separate supervised session(s) is arranged for the candidate to catch up	HOD
<b>Resources</b>		
<b>A candidate augments notes and resources between formally supervised sessions</b>	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions	HOD
	Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions	
	Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	
<b>A candidate fails to acknowledge sources on work that is submitted for assessment</b>	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources	HOD
	Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledge sources appropriately	
	Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	
<b>Word and time limits</b>		
<b>A candidate is penalised by the awarding body for exceeding word or time limits</b>	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory	HOD
	Where limits are for guidance only, candidates are discouraged from exceeding them	
<b>Collaboration and group work</b>		
<b>Candidates have worked in groups where the awarding body specification states this is not permitted</b>	Records confirm the awarding body specification has been checked to determine if group work is permitted	HOD
	Awarding body guidance sought where this issue remains unresolved	

<b>Authentication procedures</b>		
<b>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</b>	Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work	HOD
	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	
<b>Candidate plagiarises other material</b>	Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments	HOD
	The candidate's work is not accepted for assessment	
	A mark of zero is recorded and submitted to the awarding body	
<b>Candidate does not sign their authentication statement/declaration</b>	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	HOD
	Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments	
	Declaration is checked for signature before accepting the work of a candidate for formal assessment	
<b>Subject teacher not available to sign authentication forms</b>	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	HOD
<b>Presentation of work</b>		
<b>Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment</b>	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	HOD
<b>Keeping materials secure</b>		
<b>Candidates work between formal supervised sessions is not securely stored</b>	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	HOD
	Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage	
<b>Adequate secure storage not available to subject teacher</b>	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course	HOD
	Alternative secure storage sourced where required	
<b>Candidates work produced electronically is not securely stored</b>	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	HOD

	Internal processes and regular monitoring/internal audit by IT Manager ensures:	
	access to this material is restricted appropriate security safeguards are in place	
	an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained	
	any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it	
<b>Task marking – externally assessed components</b>		
<b>A candidate is absent on the day of the examiner visit for an acceptable reason</b>	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate	EO
	If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	
<b>A candidate is absent on the day of the examiner visit for an unacceptable reason</b>	The candidate is marked absent on the attendance register	EO
<b>Task marking – internally assessed components</b>		
<b>A candidate submits little or no work</b>	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body	HOD
	Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	
<b>A candidate is unable to finish their work for unforeseen reason</b>	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work	HOD/EO
	Awarding body is contacted to determine if an extension can be granted	
<b>The work of a candidate is lost or damaged</b>	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work	HOD
<b>Candidate malpractice is discovered</b>	Instructions and processes in the current JCQ publication	HOD/EO
	Instructions for conducting non-examination assessments (section 9 Malpractice) are followed	
	Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed	
	Appropriate internal disciplinary procedures are also followed	

<b>A teacher marks the work of a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)</b>	A conflict of interest is declared by informing the awarding body that a teacher is teaching/preparing said child at the start of the course	HOC
	Marked work of said child is submitted for moderation whether part of the sample requested or not	
	Relevant staff are signposted to the JCQ publication <b>A guide to the special consideration process</b> (section 5), to determine eligibility and the process to be followed for non-examination assessment extension	
	Awarding body is contacted for guidance	HOC
	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	
<b>Subject teacher long term absence during the marking period</b>	See centre's Exam Contingency Plan (Teaching staff extended absence at key points in the exam cycle)	HOD/HOC/EO
<b>A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher</b>	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body	HOD/EO/HOC
	Ensure conditions for any formally supervised sessions are known and put in place	
	Records confirm candidates have been informed of their marks	
	Candidates are informed that these marks are subject to change through the awarding body's moderation process	
	Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks	
	Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body	
<b>Deadline for submitting work for formal assessment not met by candidate</b>	Records confirm deadlines given and understood by candidates at the start of the course	HOD
	Candidates confirm/record deadlines known and understood	
	Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically	
	Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met	
	Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate	

<b>Deadline for submitting marks and samples of candidates work ignored by subject teacher</b>	Internal/external deadlines are published at the start of each academic year	HOD
	Ensure conditions for any formally supervised sessions are understood and followed by candidates	
	Reminders are issued through senior leaders/subject heads as deadlines approach	
	Records confirm deadlines known and understood by subject teachers	
	Where appropriate, internal disciplinary procedures are followed	

### Appendix C: Contingency Plan.

Centre Name	Warlingham School
Centre Number	64250
Date plan first created	9 <sup>th</sup> September 2025
Current plan approved by	Warlingham School Governors
Current plan reviewed by	Mr Paul Foster, Mrs Leonie Watts
Date of next review	Spring 2026

#### Key staff involved in exam contingency planning

Role	Name(s)
Head of centre	Mr Paul Foster
Senior leader(s)	Mr Paul Foster, Mr Paul Kinder, Mrs Leonie Watts, Mr Toop
Exams officer	Nicola Jenkins
ALS lead/SENCo	Mrs Tina Needs
Other staff (if applicable)	Deputy Exams Manager Alison Park

This plan is reviewed and updated annually to ensure that exam contingency planning at Warlingham School is managed in accordance with current requirements and regulations.

#### **Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the exam process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process at Warlingham School.

Alongside internal processes this plan is informed by the Ofqual **Exam System Contingency Plan: England, Wales and Northern Ireland** which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted'.

This plan details how Warlingham School complies with the JCQ's **General Regulations for Approved Centres** (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the Senior Leadership Team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the Centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

## Further guidance to inform procedures and implement contingency planning

### Ofqual

#### General contingency guidance

- [emergency planning and response](#) from the Department for Education in England
- [handling strike action in schools](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats

### JCQ

JCQ guidance taken directly from **Instructions for Conducting Examinations 2025-2026** ([www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/)) section 15, **Contingency Planning**

#### Links to other JCQ documentation

JCQ Joint Contingency Plan - [jqc.org.uk/exams-office/other-documents](http://jqc.org.uk/exams-office/other-documents)

JCQ Preparing for disruption to examinations - [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

JCQ Notice to Centres – Examination contingency plan/examination policy [www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan](http://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan)

General Regulations for Approved Centres - [jqc.org.uk/exams-office/general-regulations](http://jqc.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements - [jqc.org.uk/exams-office/online-forms](http://jqc.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates - [jqc.org.uk/exams-office/online-forms](http://jqc.org.uk/exams-office/online-forms)

Instructions for Conducting Examinations - [jqc.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://jqc.org.uk/exams-office/ice---instructions-for-conducting-examinations)

A guide to the special consideration process - [jqc.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](http://jqc.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

### GOV.UK

Emergency planning and response: Exam and assessment disruption – [www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](http://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning - [gov.uk/government/publications/dispatch-of-exam-scripts-yellow-labelservice](http://gov.uk/government/publications/dispatch-of-exam-scripts-yellow-labelservice)

#### DFE guidance for responsibilities around Autumn Series

<https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams>

#### National Counter Terrorism Security Office

Procedures for handling bomb threats - [gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats](http://gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats)

## National Cyber Security Centre

The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

1. [More ransomware attacks on UK education - NCSC.GOV.UK](#)
2. [Ransomware advice and guidance for your IT teams to implement](#)
3. [Offline backups in an online world](#)
4. [Backing up your data](#)
5. [Practical resources to help improve your cyber security](#)
6. [Building Resilience: Ransomware and the risks to schools and ways to prevent it](#)

[School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)

## Telephone Nos.

- JCQ 0207 638 4132 (or go through AQA as in same building)
- AQA 0800 1977 162
- OCR 01223 553398
- Pearson/Edexcel 0344 463 2535
- WJEC 0292 0265000

### Exam Day Contingency

<b>Exam Item</b>	<b>Location</b>	<b>Responsibility</b>	<b>Who would cover</b>	<b>Further information</b>
Keys to secure room	Exams Office	Exams Officer (EO) to ensure that office always manned or appropriately secure	Deputy, HOC or allocated staff member	Exams lock up never to be left open.  Keys must remain with exams staff and never left in the office.
Exams Office centre – timetable/rooming	Inside or out of cupboard door  Students most usually use Sports Hall, A3 or H2/3 Tandridge Learning Trust	Put up to record papers and attendance, 2 <sup>nd</sup> pair of eyes etc.	Deputy, or allocated staff member	Alternative arrangements need to be agreed with Awarding Bodies (ABs) in advance
Seating plans	In Link, kept in Exams Office until a few days before	EO/Deputy to ensure that these are in Link at correct time	Deputy, or allocated staff member	
Exam desk labels cards mobile phone bags spare equipment boxes	Storage cupboard in Exams Office	EO/Deputy	Deputy, or allocated staff member	Valueless equipment can be locked up in cupboard in sports hall during exam seasons.
Notices and posters	Storage cupboard in Exams Room	EO/Deputy	Deputy, or allocated staff member	Leave in situ for an exam season, check everyday that they are in place.
Big clocks	In back cupboard of Sports Hall	Site Staff		In Sports Hall throughout seasons and in and out of other rooms as necessary.
ICE Booklet	In Day File	Exams/SEN ensure copy in every Exams Office	Deputy, or allocated staff member	A JCQ regulation. Available on JCQ website but we do not rely on this.
Invigilator log	In Day File	EO/Deputy	Deputy, or allocated staff member	Any completed sheets to be looked and filed with attendance paperwork.
Toilet log	A blue book.  For larger room situations.	EO/Deputy	Deputy, or allocated staff member	For all exam seasons and mocks.
Exam registers	In Day File	EO/Deputy	Deputy, or allocated staff member	2 copies (wall and attendance)
Invigilator timetable	In Day File	EO/Deputy	Deputy, or allocated staff member	Copy in hall and Exams Office. Emailed as appropriate.
Register of invigilator and contact details	In external invigilator file in lock up	EO/Deputy	Exams/HR	For contact details.

AA script cover sheets	SEN	AAL	SEN/Exams office	As per AB protocol.
Script envelopes	Exams Office Cupboard	EO/Deputy	Deputy, or allocated staff member	Ensure that plenty are ordered as they are used to split papers.
Clash chart & candidate isolation details	In Exams Office and put in day file	EO/Deputy	Deputy, or allocated staff member	Students sign a specific form which is kept with attendance records
Collection of scripts	Collected into Exams Office – becomes a secure room at this point until papers are locked up.	EO/Deputy/Invigilator/SEN	Deputy, or allocated staff member	Check against names in individual rooms before allowing candidates to leave.
Completion of proof of postage form – yellow label service	In lock-up – right hand cabinet.	EO/Deputy	Deputy, or allocated staff member	Held in locked cupboard within reception area. If not collected to go back to Exams Office.
Postage of scripts – Yellow label service	Set up by Parcel Force with EOs.	EO/Deputy	Deputy, or allocated staff member	Care needs to be taken that scripts have the correct labels and are recorded correctly. AQA – are downloaded daily. The rest are sent to schools.
Tel No. for awarding bodies	In Exams Office and beginning of contingency plan	EO/Deputy	Deputy, or allocated staff member	Any member of exam staff can ring for advice.
Guide to Monthly Jobs	In 'Policies' file	EO	Any member of exams staff & HOC	A guide to the various tasks each month.

## 1. Exams officer absence at key points in the exam process (exam cycle)

### Criteria for implementation of the plan

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

#### Planning

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

#### Entries

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

#### Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates

- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

#### Exam time

- exams/assessments not taken under the prescribed awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

#### Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of post-results services

#### Other Criteria

- Preparation and running of KAPs for November, December, February and March
- Data preparation and course manager amendments.

#### **Centre actions to mitigate the impact of the disruption listed above**

SLT will:

- Ask Deputy Exams Manager to assess availability and work capacity
- Where Exams Centre staff are ill, HOC must allocate a member of staff to cover key areas. Consideration must be made to ensure that any Exams Centre staff do not have any conflicts of interest, and where these exist, advice must be sought from the relevant awarding body.
- Where Exams Centre staff are able to work from home, they can liaise remotely with centre allocated staff to support any processes.
- Consideration could be taken to employ an invigilator/s to assist the Deputy or allocated exam cover when preparing and sending off papers and with other work relating to examinations at key times.
- The Head of centre or their representative will be responsible to ensure that all exam papers are locked up in line with JCQ regulations and that exams scripts are securely locked up until they can be dispatched.
- Information detailing key dates and timescales will be available so that Senior Management can identify which particular deadlines require attention and can be allocated accordingly.
- Heads of Departments have access to input assessment marks directly onto Awarding Bodies (AB) websites.

## 2. ALS lead/SENCo extended absence at key points in the exam process (exam cycle)

### Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

#### Planning

- candidates not tested/assessed to identify potential access arrangement requirements Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

#### Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

#### Exam time

- access arrangement candidate support not arranged for exam rooms

### Centre actions to mitigate the impact of the disruption listed above:

- The Head of Centre or his representative will provide an assessor for all students who require it in respect of concessions.
- All Staff providing support/invigilation for examinations must attend training every year, including training specific to that role.
- If a candidate's access arrangements have not been implemented, special consideration may be requested due to Centre error. Malpractice policies by JCQ must be followed.
- If the Assistant SENCo is absent, SENCo will allocated an appropriate member of staff to facilitate the administration of arrangements.

## 3. Teaching staff extended absence at key points in the exam process (exam cycle)

### Criteria for implementation of the plan key tasks not undertaken including:

- Early/estimated entry information not provided to the Exams Officer on time; resulting in pre-release information not being received
- Final entry information not provided to the Exams Officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of Centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

### Centre actions to mitigate the impact of the disruption listed above:

- Head of Departments to supply information on request from Head of Centre or any exams staff in a timely manner.
- The exams staff will ensure that entries for summer are checked before end of Autumn Term, and are sent at least two weeks earlier than the deadline for the main exam season in February to allow for queries and problems. In the January series, the entries must be completed, checked by HODs and sent securely one week in advance of the AB deadline.

- Exams staff can consult relevant class lists to assess approximate numbers of students for estimated entries.
- Pre-Release information is available on the AB website when released.

#### **4. Invigilators - lack of appropriately trained invigilators or invigilator absence**

##### **Criteria for implementation of the plan**

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

##### **Centre actions to mitigate the impact of the disruption listed above:**

- Support staff within school will be directed to cover any unavoidable gaps in invigilation.
- Teaching staff (who are not directly involved with the exam subject in question) may be able to invigilate as necessary in the short term.
- All staff will be trained annually to fulfil the emergency school plan.
- Established invigilator recruitment practices and training are in place to avoid this disruption (identification of staff requirements in October, recruitment interviews by January, training in March).
- Good practice is to ensure exam availability is tested by checking against the timetable, entry nos. and rooming and access requirements when planning exam seasons.

#### **5. Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice**

##### **Criteria for implementation of the plan**

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

##### **Centre actions to mitigate the impact of the disruption listed above:**

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the Centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Alternative venue details:

- Tandridge Learning Trust
- Hamsey Green Primary School

#### Communication details:

- By Email
- By Telephone - an option when there are a very small number of students and the need is urgent.
- By letter if there is time or parent has no email facility.
- Notices outside school.
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

#### Other centre actions:

- The Head of Centre or his representative will oversee any venue changes and decide the priority of examinations.
- Site staff may need to transport equipment to any new venue.
- Equipment may need to be hired (for instance - if staff cannot enter the exam hall to retrieve equipment or equipment is damaged).
- Exams staff will oversee the safe dispatch of exam papers and arrange invigilation accordingly.
- Exams staff will liaise with SLT and Site to ensure that all appropriate equipment needed is highlighted.
- Support staff and Senior Leadership Team may need to assist with communications with students and parents and support students who have concessions.
- Exams staff will work with school staff and invigilators to ascertain those who need special consideration.

### **6. Failure of IT systems**

#### **Criteria for implementation of the plan**

- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time
- Other criteria:

#### **Centre actions to mitigate the impact of the disruption listed above:**

- Final entry dates must be always be two weeks ahead for the summer season to allow for IT problems and half term breaks.
- Entries can be made directly on the website of an AB. However, this means that results will not be received through EDI.
- Final examinations preparation should always be completed at least two weeks prior to each exam week in respect of seating.
- Manual seating plans can be made on excel using lists established during Mock examinations.
- Exam Staff to liaise with IT support and Capita to re-establish link as soon as possible.
- Contact individual ABs to establish alternative methods of results (non edi).

### **7. Emergency evacuation of the exam room (or centre lockdown)**

#### **Criteria for implementation of the plan**

- Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

#### Centre actions to mitigate the impact of the disruption listed above:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy) contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

### **8. Disruption of teaching time in the weeks before an exam - centre closed for an extended period**

#### Criteria for implementation of the plan

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

#### Centre actions to mitigate the impact of the disruption listed above:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

#### Communication details:

- By email or letter
- Relevant posts on school website

### **9. Candidates unable to take examinations because of a crisis - centre remains open**

#### Criteria for implementation of the plan

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

#### Centre actions to mitigate the impact of the disruption listed above:

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Communication details:

- By email/phone/letter as appropriate.

Other centre actions:

- Parents to be encouraged to check contact details annually.

## **10. Centre unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)**

### **Criteria for implementation of the plan**

- Centre unable to open as normal for scheduled examinations

Centre actions to mitigate the impact of the disruption listed above:

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Communication details:

- By email/Letter/phone depending on need.
- On School Website.

## **11. Disruption in the distribution of examination papers**

### **Criteria for implementation of the plan**

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions to mitigate the impact of the disruption listed above:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

## 12. Disruption to the transportation of completed examination scripts

### Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

### Centre actions to mitigate the impact of the disruption listed above:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, seek advice from awarding bodies and will not make its own arrangements for transportation unless told to do so by the awarding body
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ's Instructions for Conducting Examinations
- ensure the secure storage of completed examination scripts until collection

## 13. Assessment evidence is not available to be marked

### Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

### Centre actions to mitigate the impact of the disruption listed above:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

### Other centre actions:

- Ensure all posted coursework is trackable.

## 14. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services

### Criteria for implementation of the plan

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

### Centre actions to mitigate the impact of the disruption listed above:

- make arrangements to access its results at an alternative venue/share facility with another centre if this is possible, in agreement with the relevant awarding body.
- make arrangements to coordinate access to post results services from an alternative venue

### Alternative venue details: Tandridge Learning Trust

- make arrangements to make post results requests at an alternative location
- contact the relevant awarding body if electronic post results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services

Communication details:

- By Email/Post as necessary
- School website

Other Centre actions:

- A risk assessment is required for each new unique event
- Movement of equipment for new venue or SLT for hire of relevant equipment

## 15. Any other cause of disruption to the exam process

### Cause of disruption

- Disruption to staffing levels which affect the running of examinations
- Students unable to take examinations
- School unable to provide examinations

Centre actions to mitigate the impact of the disruption listed above:

- EO to regularly update SLT regarding DFE, Ofqual and Awarding Body guidance
- HOC to assess keyholders and roles
- Exams staff work may be able from home using a work laptop, with a designated member of staff onsite as a present member of centre staff in the Exams Office at key times
- Experienced external exams invigilators are able to, and are fully trained to run exams in the exam room, and consideration should be given to them assisting exam staff or designated member of staff especially where papers need to be split prior to an examination
- If students are unable to take examinations, ABs should be contacted for advice
- Apply for special consideration if applicable
- HOC to liaise with PHE in respect of any school closures and how it affects the running of examinations
- HOC to identify an outside venue if the school environment is not to be used for examinations.
- Follow risk assessment guidelines to assess each exam environment.
- Communicate with parents and candidates to update as necessary

## Further guidance to inform procedures and implement contingency planning

### Ofqual

#### **What schools and colleges and other centers should do if exams or other assessments are seriously disrupted**

##### **General contingency guidance**

- [emergency planning and response](#) from the Department for Education in England
- [handling strike action in schools](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [exceptional closure days](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government
- [police guidance](#) from National Counter Terrorism Security Office and partners on preparing for threats

##### **Disruption to assessments or exams**

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place

- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control  
[You may also wish to see the JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

### **Steps you should take**

#### **Exam planning**

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

#### **In the event of disruption**

- Contact the relevant awarding organisation and follow its instructions.
- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

#### **After the exam**

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions.
- Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

### **Steps the awarding organisation should take**

#### **Exam planning**

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

#### **In the event of disruption**

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

#### **After the exam**

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

### **If any students miss an exam or are disadvantaged by the disruption**

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also [JCQ's guidance on special considerations](#)

### **Wider communications**

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland, and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

### **Widespread national disruption to the taking of examinations or assessments**

The governments' view across England, Wales and Northern Ireland is education has returned to normal. Schools are open and examinations will go ahead in summer 2023.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In November 2022, Ofqual and the Department for Education issued [decisions following a consultation on the resilience of the qualifications sector](#) for specific examinations awarded in England in summer 2023. Ofqual has published [Guidance for schools, colleges and other exam centres on gathering evidence of student performance](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications to support resilience in the exam system in England in 2023.

The Department for Education has updated its guidance on [handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days and should review their contingency plans to make this happen. Schools, colleges and other exam centres should speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)

## **JCQ**

15.1 The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates. Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body or bodies.

15.3 All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, exams officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency. All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 If the head of centre decides the centre cannot be opened for scheduled examinations, the centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate 'contingency sessions' for examinations, summer 2026. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland.

15.6 The designation of 'contingency sessions' within the common examination timetable is for use in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

15.7 In the event of national disruption to a day of examinations in summer 2026, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort, the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

15.8 Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those covered by special consideration, they will not be eligible for enhanced grading. Centres must, therefore, ensure candidates and parents are aware of the contingency arrangements so that they take them into account when making their plans for the summer

(JCQ guidance above taken directly from **Instructions for conducting examinations 2025-2026**

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Preparing for disruption to examinations (Effective from 1 September 2024) [www.jcq.org.uk/exams-office/general-regulations/](http://www.jcq.org.uk/exams-office/general-regulations/)

JCQ Notice to Centres - Examination contingency plan/examinations policy [www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/](http://www.jcq.org.uk/exams-office/general-regulations/notice-to-centres--exam-contingency-plan/)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)

A guide to the special consideration process [www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

## GOV.UK

Emergency planning and response: Exam and assessment disruption;

[www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings](http://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

[www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service](http://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service)

Opening schools in extremely bad weather: guidance for schools [gov.wales/opening-schools-extremely-bad-weather-guidance-schools](http://gov.wales/opening-schools-extremely-bad-weather-guidance-schools)

## Protect UK

[www.protectuk.police.uk](http://www.protectuk.police.uk)

## National Cyber Security Centre

The NCSC's free [Web Check](#) and [Mail Check](#) services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to **all UK schools**. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the [NCSC website](#).

The Department for Education has been asking centres to review **National Cyber Security Centre advice** following increasing number of cyber-attacks involving ransomware infections. The NCSC information supports centres in cyber security preparedness and mitigation work.

Ransomware attacks continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

For ease of reference, the Department has highlighted key links relating to the NCSC cyber security guidance below:

7. [More ransomware attacks on UK education - NCSC.GOV.UK](#)
8. [Ransomware advice and guidance for your IT teams to implement](#)
9. [Offline backups in an online world](#)
10. [Backing up your data](#)
11. [Practical resources to help improve your cyber security](#)
12. [Building Resilience: Ransomware and the risks to schools and ways to prevent it](#)
13. [School staff offered training to help shore up cyber defences - NCSC.GOV.UK](#)

### Appendix D: Policy for Review of marking for NEAs.

This procedure confirms that Warlingham School have a procedure in place that is communicated and widely available and accessible to all candidates.

Certain components of GCSE, GCE and Vocational qualifications that contribute to final grade of the qualification and are internally assessed and marked by the subject teacher. The marks awarded are then submitted by the deadline set by the awarding body for external moderation.

The deadline for the submission for the 2025/2026 exam season is set by the centre and must be adhered to by candidates. Candidates have up to 10 school days before the submission to the awarding bodies are due in which to appeal against the marks awarded. The NEA will be reviewed by another teacher of the same subject. However, if this deadline is missed by the student, they will be insufficient time for a review to take place, and to provide time for an appeal of that decision. The centre will not be able to consider appeals after the last date for Student to appeal.

Summer 2026 NEA dates for entry

<b>Deadline to submit teacher assessed grades to awarding body</b>	<b>Timeframe for students/parents to review NEA &amp; Appeal</b>	<b>Review of marking following an appeal</b>	<b>Qualification</b>
16 <sup>th</sup> March 2026	28 <sup>th</sup> February 2026 to 7 <sup>th</sup> March 2026	10 <sup>th</sup> March 2026 to 14 <sup>th</sup> March 2026	PE J587 Pe H555
7 <sup>th</sup> May 2026	27 <sup>rd</sup> April 2026 to 4 <sup>th</sup> April 2026	4 <sup>st</sup> May 2026 to 6 <sup>th</sup> May 2026	GCSE Food 8585 GCSE Music C660QS
15 <sup>th</sup> May 2026	28 <sup>th</sup> April 2026 to 5 <sup>th</sup> May 2026	5 <sup>th</sup> May 2026 to 13 <sup>th</sup> May 2026	9GE0 Geography H446 Computer Sci 7408 Physics Adv 7405 Chemistry Adv 7402 Biology Adv 7993 Extended Project J170 Art & Design H600 Art H603 Photography H604 Textiles 1DR0 9DR0 Drama H472 English Lit J310 H406 DT 7042 History Film Studies A670U R181 Sport Science R033 Health & Social Care R183 Sport Science

\*Coursework deadlines for BTec's, Cambridge Nationals and Cambridge Technical will have different deadlines throughout the year. Students and parents will be contacted separately.

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

Warlingham School Ensure that all centre staff follow a robust NEA policy. This policy details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

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

**The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards**, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Warlingham School is committed to ensure that work produced by candidates is authenticated in line with the requirements of the Awarding Body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

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

Warlingham School will:

- ensure that candidates are informed of their centre assessed marks so that they may request a review of the relevant specification, the mark scheme and any other associated subject specific documents) to assist them centre's marking before marks are submitted to the awarding body.
- inform candidates that they may request copies of material (for example, a copy of their marked work, the in considering whether to request a review of the centre's marking of the assessment.
- having received a request for copies of material, promptly make them available to candidates.
- Provide candidates with sufficient time. Requests for reviews of marking must be made in writing within 5 school days of receiving their internally assessed grade, by completing the internal appeals form.
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing and candidates must explain on what grounds they wish to request a review.
- allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
- will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.
- will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- will inform the candidate in writing of the outcome of the review of the centre's marking

- The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request.

Should the review of the centre's marking bring any irregularity in procedure to light, the awarding body will be notified immediately.

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

Should Candidates not agree with the internal marking outcome, they have the right to appeal an internal decision.



## **Appendix E – EQUALITIES POLICY FOR EXAMINATIONS**

This document is provided as an exams-specific supplement to the *centre-wide equalities/disability/accessibility policy/plan* which details how the centre will:

- recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010<sup>†</sup>. This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect

JCQ’s General Regulations for Approved Centres\_2025-2026 (section 5.4)

This publication is further referred to in this policy as GR.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

### **The Equality Act 2010 definition of disability**

A definition is provided on page 4 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties* Access Arrangements and Reasonable Adjustments\_2025-2026 (**Definitions** section).

This publication is further referred to in this policy as AA.

### **Identifying the need for access arrangements**

#### **Roles and responsibilities**

##### **Head of centre**

Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA

##### **Senior leaders**

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA

##### **Additional learning support (ALS) lead/Special educational needs coordinator (SENCo)**

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA

##### **Teaching staff**

- Inform the ALS lead/SENCo of any support that might be needed by a candidate
- Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)
- (where appropriate) Provide comments/observations to support the ALS lead/SENCo to ‘paint a holistic picture of need’, confirming normal way of working for a candidate

### **Assessor of candidates with learning difficulties**

- (An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)
- Has detailed understanding of the JCQ publication [AA](#)

### **Requesting access arrangements**

#### **Roles and responsibilities**

##### **ALS lead/SENCo**

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

##### **Exams officer (EO)**

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role

### **Implementing access arrangements and the conduct of exams**

#### **Roles and responsibilities**

##### External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations \(ICE\)](#).

##### **Head of centre**

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

##### **ALS lead/SENCo**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)

##### **Exams officer**

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in [ICE 2020-2021](#)

##### **Other relevant centre staff**

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

##### Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated by the centre and externally moderated by the awarding body.

Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ publication [Instructions for conducting non-examination assessments, Foreword](#))

##### **ALS lead/SENCo**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

##### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates

## **Internal exams**

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

### **ALS lead/SENCo**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates

## **Facilitating access - examples**

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

<b>Example of candidate need(s)</b>	<b>Arrangements explored</b>	<b>Centre actions</b>
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	SENCo gathers evidence to support the need for the candidate to take exams at home  Approval confirmed by SENCo; AAO approval for both arrangements not required  Discussion with candidate to confirm the arrangements should be put in place  EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP  EO provides candidate with exam timetable and JCQ information for candidates  EO/SENCO agrees with candidate that prior to each exam will call to confirm fitness to take exam  EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials  Invigilator monitors candidate's condition for each exam and records any issues on incident log  Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam

		<p>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>EO considers if candidate is eligible for special consideration (candidate present but disadvantaged)</p> <p>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p> <p>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p> <p>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre (25% Extra time - Form 8 completed as appropriate)</p> <p>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file</p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p>Gathers evidence to support substantial and long-term adverse impairment</p> <p>Confirms with candidate how and when they will be prompted</p> <p>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</p> <p>Provides height adjustable desk in exam room</p> <p>Allocates exam room on ground floor near adapted bathroom facilities</p> <p>Spaces desks to allow wheelchair access</p> <p>Seats candidate near exam room door</p> <p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</p>