



# Exams Policy and Procedures

Tees Valley Education Trust

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# 1. Policy Statement

The Trust's Examination Policy establishes a framework for conducting examinations and managing non-examination qualifications in compliance with Joint Council for Qualifications (JCQ) regulations. This policy ensures fairness, integrity, and equal access to all types of assessment for students, including those with special educational needs and disabilities. The qualifications offered at Discovery Special Academy include both examination-based and non-examination qualifications.

This policy must be read in conjunction with:

- H&S Policy
- Academy Emergency procedures
- Equalities Statement and
- National Guidance from JCQ

## 2. Roles and Responsibilities

### 2.1 Headteacher

- The Headteacher oversees compliance with JCQ regulations and the proper implementation of this policy.
- Ensures that resources are available for administering both examinations and non-examination qualifications effectively.
- Ensures all relevant personnel trained appropriately to JCQ regulations

### 2.2 Exams Officer

- The Exams Officer organises and administers all examinations and coordinates non-examination qualifications, ensuring compliance with JCQ regulations.
- Coordinates exam entries, access arrangements, late entries, and resits.
- Ensures accurate record-keeping and proper documentation for all types of assessments.
- Acts as the main point of contact with JCQ and other external bodies for exam-related matters.
- Leads on appeals following results published

## **2.3 Invigilators**

- Invigilators ensure examinations are conducted according to JCQ regulations.
- Monitor exam conditions, maintain exam security, and report any irregularities to the Exams Officer.
- Undergo training to understand JCQ regulations, special arrangements, and the Academy's examination policy.

## **2.4 Teachers and Subject Leads**

- Teachers and Subject Leads are responsible for the administration of non-examination qualifications, including coursework, internal assessments, and practical evaluations.
- Support students during exams with access arrangements
- Collaborate with the Exams Officer to ensure compliance with JCQ regulations for non-examination qualifications.
- Ensure students are properly prepared for all types of assessments, providing guidance on expectations and rules.

## **2.5 Support Staff**

- Provide assistance during both examinations and non-examination assessments, such as setting up workspaces, scribing, or providing assistive technology.
- Help maintain a supportive environment for all students during assessments, ensuring a positive and stress-free atmosphere.

# **3. Exam Access Arrangements**

## **3.1 Identification and Assessment for Access Arrangements**

- Teachers, the Exams Officer, or parents/guardians can identify students who require access arrangements for both examinations and non-examination assessments.
- The Exams Officer gathers evidence to support JCQ applications, such as medical reports, educational psychologist assessments, or other documentation.
- Consultation with external specialists may be required to justify specific access arrangements.

## 3.2 Types of Access Arrangements

Common access arrangements for **Entry Level Functional Skills in English and Mathematics** and non-examination qualifications include:

- **Extra Time:** Additional time for completing exams or coursework, typically 25% to 50%.
- **Rest Breaks:** Scheduled breaks during exams or coursework to manage fatigue or stress.
- **Separate Room:** Providing a quieter environment for those who need it.
- **Readers/Scribes:** Assistance for students with visual impairments or writing difficulties.
- **Assistive Technology:** Use of word processors, speech-to-text software, or other assistive devices for both exams and coursework.
- **Modified Papers:** Braille, large-print, or other modifications for visually impaired students.

## 3.3 Implementation of Access Arrangements

- Once access arrangements are approved by JCQ, the Exams Officer ensures their implementation during examinations and coursework.
- Invigilators and teachers are informed of students with approved access arrangements and their specific needs.
- Word processors and other technology must comply with JCQ regulations, ensuring a fair and compliant assessment process.

## 4. Examination Procedures

### 4.1 Exam Timetables and Communication

- Exam timetables for **Entry Level Functional Skills in English and Mathematics** are provided to students, parents/guardians, and relevant staff well in advance, at least 2 weeks prior to the exam.
- The Exams Officer ensures that exam timetables are accurate and complete, including specific locations, times, and any special arrangements.
- Any changes to the timetable are communicated promptly via letter to avoid confusion.

### 4.2 Exam Venue and Set-Up

- Exam venues must meet JCQ standards, ensuring proper lighting, seating, and accessibility for all students.

- The Exams Officer ensures special arrangements, such as separate rooms and assistive technology, are set up before exams begin.
- Exam venues must be quiet, secure, and free from external disturbances.

### **4.3 Invigilation and Security**

- Invigilators ensure compliance with JCQ regulations during examinations.
- Strict security measures are taken to maintain the integrity of exam papers and ensure confidentiality of student data.
- Any irregularities or breaches must be reported immediately to the Exams Officer.
- Invigilators are responsible for ensuring students do not bring unauthorised materials into exam rooms.

### **4.4 Conduct During Examinations**

- Students must follow JCQ rules during examinations, including maintaining silence and avoiding behaviour that could disrupt others.
- Unauthorised materials, misconduct, or cheating are strictly prohibited and will be addressed according to JCQ guidelines.
- Invigilators monitor student behaviour and ensure compliance throughout the examination.

### **4.5 Emergency Procedures**

- The Academy has emergency procedures in place for handling unexpected situations during examinations e.g. fire alarm or lockdown.
- Staff and students are informed about these procedures before exams start to ensure safety and compliance.
- The Exams Officer ensures that emergency exits are clearly marked and accessible during exams.

## **5. Non-Examination Qualifications**

### **5.1 Types of Non-Examination Qualifications**

- Non-examination qualifications include coursework, internal assessments, practical evaluations, and other forms of continuous assessment.
- Teachers and Subject Leads are responsible for overseeing non-examination qualifications, ensuring compliance with JCQ guidelines and internal Academy policies.
- These qualifications are typically designed to assess a student's ongoing performance, understanding, and practical skills.

## 5.2 Administration of Non-Examination Qualifications

- Teachers and Subject Leads ensure that students understand the requirements for non-examination qualifications, including deadlines, rules, and expectations.
- Coursework and other internal assessments are conducted under controlled conditions to maintain integrity and fairness.
- The Exams Officer collaborates with Teachers and Subject Leads to ensure that all non-examination qualifications are properly documented and records are kept securely.
- The academy will be subject to external verification by qualification providers.

## 5.3 Internal and External Moderation

- Non-examination qualifications are subject to internal and external moderation to ensure consistency and fairness.
- Teachers and Subject Leads participate in internal moderation to review student work and ensure it meets the required standards.
- External moderation is conducted by JCQ or other relevant bodies to verify the integrity and accuracy of non-examination qualifications.

## 5.4 Results and Appeals

- The results of non-examination qualifications are communicated to students and parents/guardians according to JCQ timelines.
- The process for appealing results or requesting a review of marking is outlined and communicated to students and parents/guardians.
- The Exams Officer coordinates appeals with JCQ or other relevant bodies, ensuring compliance with JCQ regulations.

## 6. Post-Examination Procedures

6.1 The Academy will adhere to JCQ latest guidance. <https://www.jcq.org.uk/>

## 7. Malpractice

- Malpractice refers to any irregularity, misconduct, or breach of JCQ regulations during examinations or non-examination qualifications. This includes cheating, unauthorised use of materials, tampering with exam papers, or falsifying information.
- Invigilators and Teachers are responsible for monitoring exam conditions and reporting any suspected malpractice to the Exams Officer immediately.

- The Exams Officer investigates all cases of suspected malpractice and takes appropriate action according to JCQ guidelines.
- If malpractice is confirmed, the Academy may take disciplinary action, which can include disqualification from the examination, invalidation of results, or other sanctions.
- The Academy cooperates fully with JCQ and other external bodies during investigations into malpractice.

## **8. Contingency Planning**

- Contingency planning involves preparing for unexpected events that could disrupt the examination process. The Academy has a plan and policy in place to address various scenarios, including severe weather, exam paper issues, technology failures, or security breaches.
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## **9. Equalities**

- The Academy is committed to promoting equalities in the examination process, ensuring all students have equal access to examination opportunities regardless of background, disability, or other protected characteristics.
- This policy aligns with the Academy's broader equalities policy, which prohibits discrimination based on race, religion, gender, sexual orientation, or other factors.
- The Exams Officer works to ensure that students with special educational needs or disabilities receive appropriate access arrangements, as approved by JCQ.
- The Academy provides reasonable adjustments where required to comply with the Equality Act 2010, ensuring fairness and equal treatment during exams.

## **10. Distribution of Certificates**

- The distribution of certificates is managed by the Exams Officer, who ensures certificates are issued accurately and securely.
- Certificates are distributed to students according to JCQ timelines, typically several weeks after the publication of results.
- Certificates are handed out in person to students, with identification checks to ensure the correct recipient. If a student cannot collect in person, certificates can be sent by recorded delivery to the address on record.
- The Academy retains records of certificate distribution to ensure accountability and resolve any issues related to lost or damaged certificates.

- In the event a certificate is lost or damaged, the Exams Officer assists students in applying for a replacement, following JCQ guidelines.
- Students and parents/guardians are informed about the process for collecting certificates and advised on safe storage to avoid loss or damage.

## **11. Monitoring and Review**

- This policy is reviewed annually to ensure compliance with JCQ regulations and to address any changes in the Academy's needs.
- The Head of Academy leads with the support of the Exams Officer to review, involving relevant stakeholders and staff. Suggestions for improvement and feedback from previous examination cycles are considered during the review process.
- Any changes to the policy are communicated to all relevant parties, including staff, students, and parents/guardians.

## **12. Communication and Training**

- The examination policy is communicated to all staff, students, and parents/guardians at the start of the academic year.
- Training sessions are provided for invigilators and other staff involved in the exam process to ensure understanding of JCQ regulations and special access arrangements.
- Regular updates and refresher training sessions are provided to ensure continued compliance with JCQ regulations and to keep up with any changes in examination practices or technology.
- A record is kept of all staff that have completed the training including refresher training.