



Kirkbie Kendal School Academy Trust

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1.1	Curriculum 12 Feb 19	General updates to bring in line with legislation/exam board requirements Addition of new section: Use of Word Processors in Exams
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“Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies and procedures support the Child Protection Policy.”

Examinations Policy

Contents

1. Exam responsibilities
2. The statutory tests and qualifications offered
3. Exam seasons and timetables
4. Entries, entry details, late entries and retakes
5. Exam fees
6. The Equality Act 2010, special needs and access arrangements
7. Managing invigilators and exam days
8. Candidates, clash candidates and special consideration
9. Controlled Assessment/Internally Assessed Work and appeals against internal assessments
10. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)
11. Use of Word Processors in exams
12. Certificates
13. Appendices 1, 2 and 3

The purpose of this Exam Policy is:

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

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. If anything in this policy inadvertently contradicts the JCQ policy and procedures then the JCQ procedures will be followed.

This Exams Policy will be reviewed annually.

This Exams Policy will be reviewed by the Deputy Headteacher (Curriculum), Exams Officer and Governors.

1. Exam responsibilities

The Headteacher is responsible for:

Overall responsibility for the school as an exam centre:

- advice on appeals and re-marks;
- reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected Malpractice in Examinations and Assessments*.

The Exams Officer is responsible for:

Managing the administration of public and internal exams and analysis of exam results including:

- advising the senior leadership team, Heads of Departments/subject leads and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards;
- overseeing the production and distribution to staff, and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- ensuring that candidates are informed of their exam timetable;
- informing HoDs of deadlines for the submission of coursework marks;
- maintaining systems and processes to support the timely entry of candidates for exams;
- receiving, checking and storing securely all exam papers and completed scripts and ensuring that scripts are dispatched as per guidelines;
- administering access arrangements and makes applications for special consideration using the JCQ's *A Guide to the Special Consideration Process and Access Arrangements and Reasonable Adjustments*;
- identifying and managing exam timetable clashes;
- accounting for income and expenditures relating to all exam costs/charges;
- managing the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams in liaison with their line manager;
- Offering advice on future procedural improvements;
- Use analytics such as SISRA and ALPS to provide information to HoDs, HoYs, Teachers in charge and SLT where appropriate;

- submitting candidates' coursework marks, tracking despatch and storing returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- arranging dissemination of both exam results and certificates to candidates
- in consultation with HoD/teachers i/c arrange any appeals/re-mark requests.

Heads of Departments/subject leads are responsible for:

Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.

- Accurate completion of coursework mark sheets and declaration sheets;
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer;
- Involvement and decisions on post-result procedures.
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The Lead CEIAG is responsible for:

- Guidance and careers information.

Teachers are responsible for:

- Supplying accurate information on entries, coursework and controlled assessments/internally assessed work as required by the Head of Department/subject lead and/or Exams Officer;
- Notification of access arrangements (as soon as possible after the start of the course);
- Submission of candidate names to Heads of Departments/subject leads.

The SENCo is responsible for:

- Administration of access arrangements;
- Identification and testing of candidates' requirements for access arrangements and notifying the Exams Officer in good time to ensure exam day arrangements are in place;
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims;
- Process any necessary applications in order to gain approval (if required);
- Working with the Exams Officer to provide the access arrangements required by candidates in exam rooms.

Lead invigilator/invigilators are responsible for:

- Assisting the Exams Officer in the efficient running of exams according to JCQ regulations;
- Collection of exam papers and other material from the exams office before the start of the exam;
- Completion and signing of seating plans;
- Notifying the Exams Officer of any absent candidates before the exam starts;
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates are responsible for:

- Checking subject entries and signing for them;
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own;
- Ensuring they conduct themselves in all exams according to the JCQ regulations.

Administrative staff are responsible for:

- Supporting the input of data;
- Posting of exam papers.

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this school are decided by the Headteacher, Deputy Head (Curriculum) and the Heads of Departments/subject leads.

The statutory tests and qualifications offered are GCSE, A levels, BTEC, Cambridge Technicals and Cambridge Nationals.

The subjects offered for these qualifications in any academic year may be found on the school's website. If there has been a change of specification from the previous year, the Exams Officer must be informed by Heads of Departments/subject leads and this will be updated on the website. Informing the Exams Officer of changes to specifications is the responsibility of the subject leader.

3. Exam seasons and timetables**3.1 Exam seasons**

Internal exams are calendared on the Assessment and Reporting calendar.

External exams follow schedules set by JCQ and examination boards. External on demand examinations are scheduled throughout the year.

All internal exams administered by the Exams Officer are held under external exam conditions. Internal exams held within subject areas are administered by school staff.

Which exam series are used in the centre is decided by the Headteacher, Deputy Headteacher (Curriculum) and Heads of Department/subject lead.

3.2 Timetables

The Exams Officer will circulate the exam timetables for both external and internal exams once these are confirmed.

4. Entries, entry details, late entries and retakes

4.1 Entries

Candidates are selected for their exam entries by the Heads of Department/subject leads and the subject teachers.

In exceptional circumstances the school may accept entries from external candidates but reserves the right to refuse.

4.2 Late entries

Entry deadlines are circulated to Heads of Department/subject leads via email by the Exams Officer.

Late entries are authorised by Heads of Department/subject leads, subject teachers and Exams Officer. **Late entry fees will be charged to departments.**

4.3 Resits

Discussion on students resitting exams will be made in consultation with the candidates, subject teachers and the Exams Officer.

(See also section 5: Exam fees)

5. Exam fees

GCSE initial registration and entry exam fees are paid by the school.

Post-16 initial registration and entry exam fees are paid by the school.

Late entry or amendment fees are paid by the departments.

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.

As per the school Charging and Remissions Policy, parents/carers will be invoiced for 'wasted' exam fees where candidates fail to sit an exam or meet the necessary controlled assessment/internally assessed work requirements without current medical evidence for absence.

This policy will be available on the school website for candidates and parents/carers at the start of GCSE and Post-16 courses.

Retake fees for first and any subsequent retakes are paid by the candidates.
(See also section 4.3: Retakes)

Candidates must pay the exam board fees for any post result services made at their request.

(See also section 11.2: Enquiries about results [EARs])

6. The Equality Act, special needs and access arrangements

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies and JCQ.

6.1 Equality Act 2010

The Equality Act 2010 extends the application of disability discrimination to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special Needs

A candidate's special needs requirements are determined by a combination of appropriate staff and agencies.

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access arrangements

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

Ensuring there is appropriate evidence for a candidate's access arrangements is firstly given by the class teachers who pass this information to the SENCo.

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

Rooming for access arrangement candidates will be arranged by the SENCo with the Exams Officer. Invigilation and support for access arrangement candidates will be organised by the SENCo with the Exams Officer.

Further details about Examination Access Arrangements can be found in Appendix 3 below.

7. Managing invigilators and exam days

7.1 Managing invigilators

External invigilators will be used for exam supervision. They will normally be used for all exams arranged by the Exams Officer.

Securing the necessary DBS clearance for new invigilators is the responsibility of the Exams Officer in liaison with the Business Manager.

DBS fees for securing such clearance are paid by the school.

Invigilators are timetabled and briefed by the Exams Officer.

7.2 Exam days

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

Site management is responsible for setting up the allocated rooms under the direction of the Exams Officer.

The lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted and must NOT have sight of an open exam paper otherwise they would have to stay in the exam room for one hour after the start of the exam. Any person present at the start of the exam must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams subject teachers may be on hand in case of any technical difficulties and will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Departments/subject leads at the end of the exam session.

8. Candidates, clash candidates and special consideration

8.1 Candidates

The Exams Officer will provide written information to candidates in advance of each exam series.

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines. Invigilators will log any disruptive behaviour and use 'red alert' if necessary.

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

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

8.2 Clash candidates

The Exams Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays.

8.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the school, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor. The Exams Officer needs to be clear that the information provided justifies special consideration.

The Exams Officer will then complete the appropriate special consideration form and send to the relevant body as per JCQ guidance

9. Controlled Assessment/Internally Assessed Work and appeals against internal assessments

9.1 Controlled Assessment/Internally Assessed Work

Candidates who have to prepare portfolios should do so by the end of the course or school-defined date.

Heads of Departments/subject leads will ensure all coursework is ready for despatch at the correct time and the Exams Officer will keep a record of what has been sent when and to whom.

Heads of Departments/subject leads will ensure all Controlled Assessment/internally assessed work marks are ready to be submitted to the awarding body before the due date.

Marks for all Controlled Assessments/internally assessed work are provided to the Exams Officer by subject teachers/Heads of Departments/subject leads.

Heads of Departments/subject leads are expected to keep all Controlled Assessments/internally assessed work in a secure place until after the final date for enquiries about results.

Candidates are advised to read and refer to the Appeals Policy if they are dissatisfied with their outcome.

Externally assessed Controlled Assessments will be treated as examination scripts for the purposes of enquiries about results.

Centres can request a post results review of moderation to ensure the assessment criteria has been fairly, reliably and consistently applied (only available when centre marks have been adjusted by the moderator).

9.2 Appeals against internal assessments

The school is obliged to publish a separate procedure on this subject (Internal Assessment Appeal Policy), which is available from the Exams Office and on the school's website. The main points are:

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

10. Results, enquiries about results (EARs) and access to scripts (ATS)

10.1 Results

Candidates will receive individual results slips on results days in person at the school.

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.

10.2 EARs

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

If a candidate requests an EAR they will be charged the appropriate exam board costs. If centre staff requests the EAR the department budget will be charged.

10.3 ATS

After the release of results, candidates may ask subject staff to request the return of papers within the deadline provided by the exam board.

Centre staff may also request scripts for investigation or for teaching and learning purposes. **For the latter, the consent of candidates must be obtained. Departments will be charged for any scripts requested.**

11. Use of Word Processors in Exams

Introduction

The use of word processors in examinations and assessments is reviewed annually, on the publication of updated JCQ regulations and guidance contained in the publications *Access Arrangements (AA) and Reasonable Adjustments* and *Instructions for Conducting Examinations*. References to 'AA' relate to the most recent JCQ Access Arrangements and 'Reasonable Adjustments and ICE' to the most recent JCQ Instructions for conducting examinations.

Centre specific processes

- Teaching staff at Kirkbie Kendal School are asked to identify students who use a word processor during Years 9, 10 and 11 as their normal way of working.
- Student needs are assessed and evaluated and if a student's needs have changed these will be identified and the need met with the provision of a word processor.
- Access arrangements are applied for and that will include the use of a word processor.
- The ICT department can provide the necessary equipment upon request, with a minimum of one week's notice via e-mailing allicthelpdesk@kksa.co.uk.

Laptops, word processors and other programmes or equipment.

Kirkbie Kendal School ensures that:

- Word processors are used as a typewriter; standard formatting software is acceptable;
- Laptops/word processors have been cleared of any previously stored data, as is any portable storage medium used;
- No unauthorised memory stick is used by a candidate;
- Where required and only when there is an extreme emergency, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff;
- Word processors are in good working order at the time of the examination and all computers are checked prior to the examination;
- Laptops or word processors are positioned in such a way that other candidates are not disturbed and cannot read the screen;
- Where a candidate using a word processor is accommodated in a single candidate room, a separate invigilator is used;
- Documents are printed after the examination is over;
- Candidates verify that the work printed is their own;
- Word processed scripts are inserted in or attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body);
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body;
- Laptops or word processors are not used to perform skills which are being assessed;
- Laptops or word processors are not connected to an intranet, the internet or any other means of communication;
- Candidates are not given access to prohibited applications such as a calculator or spreadsheet etc (according to instructions issued by the individual awarding body);
- Predictive text software or any automatic spelling and grammar checker is disabled;
- Voice recognition technology is not included on word processors;
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Centre specific processes

Candidates using word processors (including laptops) are internally accommodated in the following manner:

- Where appropriate single candidate rooms will be provided;
- Where more than one laptop or word processor is in use, candidates will be seated singly in a planned room;
- Where more than one laptop/word processor is in use and the examination requires the use of sound, candidates will be provided with headphones so that examination rules are followed and the school is in full compliance.

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the exams officer and the Learning Support department. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with the ICE.

12. Certificates

Certificates are collected in person. A statement of entries is included in the envelope of certificates which lists the all the certificates included. A separate statement of entries is signed by the person collecting confirming the certificates collected. This is retained by the centre until the candidate is 25 years of age.

Certificates may be collected on behalf of a candidate by a third party, provided they have written authorisation to do so.

Certificates are not withheld from candidates who owe fees.

The centre retains certificates for 12 months and they are then returned by recorded delivery to the exam boards.

Links with other policies:

Internal Assessment Appeal Policy
JCQ Policy & Guidelines
Charging & Remissions Policy
SEND Policy

EXAM ENTRIES PROCEDURE

This is the procedure we intend to follow for the submission of exam entries by Heads of Departments/subject leads.

1. A set list will be sent to each Head of Department/subject lead with a deadline for return.
2. The completed list of entries must be returned to the Exams Officer.
3. The students will then be entered for those exams from the set list.
4. Before this is sent to the examination body it will be returned to the Head of Department/subject lead for verification.
5. Once this verification is received by the Exams Officer, they will make any changes requested and submit them to the examining body. (At this point we are committed and there is a substantial charge made by the examination bodies for any changes).
6. Any further changes to examination entries and the costs involved will be charged to the department concerned.

Close attention to student exam entries would be appreciated because the charges incurred result in significant reductions to funds available to be allocated to subject areas.

KKS CHARGING POLICY

ACTIVITY	COMMENT
Re-scrutiny of exam results	Parents/Carers to pay the exam board charges incurred by school
Remarking requested by parent/student	Parent/student to pay charges
Remarking requested by subject department	Charged to subject dept allocation
Withdrawal from exam by parent/student	Parent/student to be charged
Withdrawal from exam by school	Charged to subject department
Recovery of wasted exam fees	Parent/student to be charged
Re-sit of external exam modules all levels	Parent/student to pay exam re-sit fees
If resit requested by subject department	Charged to subject dept allocation

EXAMINATION ACCESS ARRANGEMENTS POLICY

INTRODUCTION

This is intended as a guidance document with teachers and parents being the target audience.

The Examination Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all students with additional learning needs (ALN), including those with formally diagnosed Special Educational Needs and Disabilities (SEND).

DEFINITIONS

The term **Additional Learning Need** is used as an umbrella term to incorporate ALL students known to be receiving intervention or Learning Support provision, including those pupils identified as having SEND, plus those receiving differentiation in class.

DISABILITY

Section 6 of the Equality Act 2010 defines **disability** as a *'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'*.

SPECIAL EDUCATIONAL NEEDS

A candidate has "special educational needs" as defined in the SEND code of practice: 0 to 25 years. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

WHAT ARE ACCESS ARRANGEMENTS?

Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment.

Access arrangements are the principal way in which Awarding Bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend upon a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

Access Arrangements at KKS

KKS aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND/or ALN which fall into the following four categories: -

1. *Communication and interaction.*
2. *Cognition and learning.*
3. *Social, emotional and mental health.*
4. *Sensory and/or physical needs.*

We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications guidelines. These are updated every year on the 1st September and run through until 31st August. The currently released document will always be the first reference point in determining the correct access arrangement for a student. We believe it is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's secondary schooling.

We will use every opportunity to identify students' needs from their first contact with the school. Professional reports are requested that demonstrate a SEND/ALN and a recommendation for a reasonable adjustment to be made to meet the student's needs and the type of access arrangements that are appropriate. Access arrangements reflect the support that is usually given to the student in the classroom (within reason), internal exams and mock examinations. This is commonly referred to as 'normal way of working'.

When might students need to be given Exam Access Arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam.

What evidence is needed to apply for EAA?

There are a number of pieces of evidence that can be used to apply for EAA to the Joint Council for Qualifications (JCQ):

- Form 8 report from a Specialist Teacher or Specialist Assessor completed no earlier than the beginning of year 9
- Previous EAA from Primary Schools/other education providers (*please note a Form 8 will still need to be completed for GCSE and A-level examinations*)
- Subject teachers – examples of work as appropriate, examples of differentiation applied due to long term need
- Results of baseline tests e.g. reading/comprehension age, writing tests, standardised psychometric testing

Private Educational Psychologists' Reports

A growing number of parents have their children assessed by private educational psychologists and submit the reports to the SENCO as evidence that their child should be awarded extra time, or an additional form of EAA. These assessment reports are often very detailed but also cost a significant amount of money. This means that parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage. As an exam centre we must be consistent in our decisions and ensure that no student is *'either given an unfair advantage or be disadvantaged'* by any arrangements in place. Often private educational psychologists recommend that children should receive EAA which can be in conflict with the history of need seen in school, or which would not be considered as reasonable adjustments given the nature of the child's SEND/ALN.

The school will consult private assessments provided that:

- a) the parents have informed us that a private assessment is taking place
- b) the details of the private assessor, including details of their appropriate qualifications, have been passed on to the school

A private assessment, even if it meets the criteria outlined above, will only be accepted as an application for an internal investigation into an access arrangement, and the existence of such an assessment does not constitute a guarantee that an access arrangement will be granted, especially if it conflicts with the stipulation for normal way of working.

If the advice of the private assessor for EAA conflicts with the centre tester (a member of staff holding a current formally recognised qualification enabling them to assess for EAA) then the recommendations of the centre tester will take precedence.

Procedures

How students would be identified for Exam Access Arrangements:

- Pupils who have a history of requiring interventions offered by KKS Learning Support Department
- Pupils with an EHCP
- Parental referral
- Subject teacher referral
- Information from previous school/education provider

An important principle is that just because a student has received EAA in the past, it does not necessarily follow that they will continue to receive EAA as their needs may very well have changed.

Parental Referral

Parents can contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENCO will investigate their concerns by sending a "round robin" to the child's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

Teacher Referral

As with Parental Referrals, teachers can refer a student to the SENCO where they have concerns about the learning and progress of a student in their class. All of the student's current teachers will be asked to give feedback to gain information, and following this a decision will be made as to whether to test a student for EAA.

How do staff and parents know whether a student has EAA?

- Teaching and support staff can access the EAA Support Plan.
- Staff are informed of changes to the EAA list via email
- Parents will be contacted by the SENCO to inform them to what EAA their child is entitled to.
- Students will be asked to sign a Data Protection form and the EAA to be applied for will be explained to them.

How are Exam Access Arrangements applied for?

Students need to be tested at each Key Stage for EAA. Just because they were entitled to EAA at KS2 does not automatically entitle them to it at KS3, KS4 or KS5.

The member of staff qualified to assess for access arrangements will use a variety of nationally recognised tests such as:

- *Comprehensive Test of Phonological Processing 2nd Edition (CTOPP2)*
- WIATT III
- Detailed Assessment of Speed of Handwriting (DASH)

This is not an exhaustive list, and is subject to change, as the assessments are replaced/updated periodically in line with current practice. The test that the assessor uses depends very much upon the type of barrier to learning that the student may have. Following a report produced by the assessor an application is made to the Awarding Bodies for permission to implement the specified arrangement(s).

There are some considerations with this access arrangement application:

- *The authorisation granted by the Awarding Bodies lasts 26 months, therefore it is prudent to assess and apply for EAA in the April/May of Year 9 in order that any permitted exam access arrangements are in place for the full GCSE period of both Year 10 and 11.*
- *A reapplication must be made in Year 12 in order to cover Year 12 and 13. The current JCQ regulations must be abided too.*
- There is a deadline imposed by the Awarding Bodies for when exam access arrangements can be applied for.

“Normal way of working” is a very important principle, sometimes even considered the *most* important. An application for EAA made late in Year 11 or Year 13 lacks validity as there is little evidence of whatever EAA is granted being the “normal way of working”. However, significant concerns raised in Year 11 or Year 13 will still be investigated. In these situations, greater weight will be given to in-school evidence such as Teacher Referrals and academic and EAA assessment results.

While Parental Referrals are valuable, the phenomenon of issues being suddenly and unexpectedly raised in the weeks and months before external examinations is a valid concern, and it is highly likely that EAA will not be granted at such a late stage.

What are the procedures for processing an application?

Once the tests have been conducted and there is a recommendation from the tester for EAA, the SENCO or Exam Officer then applies to the Awarding Bodies. The feedback is instant at this point the EAA is added to the SEN list and the parents are informed of the EAA.

The application will require evidence of need, and the centre needs to hold evidence in its files that can be inspected at short notice. This can include:

- Recommendations by teachers
- Educational psychologists' reports
- Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors
- Education, Health and Care Plans (EHCP)
- Evidence that the EAA applied for is 'normal way of working'
- Permission from the Awarding Bodies for the arrangement(s) requires:
- A signed copy of the Form 8 report by the designated tester
- A data protection form signed by the student

Deadlines for submitting applications for access arrangements and modified papers on-line for GCSE and GCE qualifications

Access arrangements may cover the entire course and for GCSE and GCE qualifications **must** be processed using access arrangements online **as early as possible**.

The dates are set by the JCQ and we will endeavour to test students after the dates published but they will not receive dispensation for that period. This is due to allocation of time to test late entries.

The deadline set by the JCQ is final, late entries may incur further inspections by the JCQ.

The decision to apply for access arrangements is based upon evidence of a history of need, history of provision and a specialist assessor access arrangements report.

Common access arrangements

An explanation of assessment scores - In the following arrangements, when scores are referred to, these are the standardised scores from testing for access arrangements. They are standardised to 100 being the average for the age group of that student, with a standard deviation of 15. In other words, 67% of students will have scores from 85 to 115, with approximately 84% of students scoring 85 or above.

Access arrangements are considered for students in the 16% with a score of 84 or below, for two different needs from assessments. Or, introduced in 2021- one score of below 85, and one between 85-89.

Where possible, these scores will be obtained and put onto Form 8 via testing in school from a qualified assessor teacher.

25% Extra Time – the student is granted an additional 25% extra time for the examination, usually to compensate for a below average processing, reading or comprehension speed (a score of 84 or less in appropriate standardised testing). This is evidenced by Form 8 and work gathered in school to demonstrate the normal way of working.

Rest breaks – The need for this must be known to the teachers and Leadership Team at the school. A Note of need must be provided by the SENCO and supported with professional evidence. The student is allowed to “pause” the exam for brief periods of time. This is often to compensate for physical issues (e.g. a recently sprained wrist causing discomfort when writing), calming down (e.g. if the student is prone to panic attacks, or suffers from ADHD and needs to re-focus) or extreme cases of exam anxiety. This access arrangement is discretionary and can be withdrawn at any time.

Separate invigilation – the student is invigilated separately from the rest of the students sitting the exam. While it is very common for educational psychologists to recommend this, it is viewed as a “last resort” option, due to the impact upon rooming and staffing. Students who have been granted this arrangement have received it due to medical issues (e.g. visual impairment requiring specific environmental adjustments), and specific learning needs (e.g. complex combinations of multiple severe learning needs such as ADHD, ASD and OCD). Separate invigilation will not be considered in the vast majority of cases as very often the student will be sitting normal internal assessments with their classmates, and therefore the evidence of need and evidence for “normal way of working” is not there.

Use of assistive technologies

In all cases, the student must be used to using the assistive technologies, and must ideally have started no later than the beginning of Year 10. It is envisioned that where possible, the provision for the use of assistive technologies is in place from Year 9 onwards.

Laptops – if a student uses a laptop in their day to day lessons then it is their normal way of working and may be allowed the use of one in an examination. The laptop will be provided with a “clean” image, with external communications disabled, and spelling and grammar checking disabled.

Scribes and Readers –Both arrangements require a degree of familiarity between the student and the scribe/reader and need to be in place from Year 9 onwards at the very latest in order to be effective.

(Jan 2022)