

ST BERNARD'S HIGH SCHOOL

A Catholic Academy for Arts and Science



Examination Contingency Plan

Approved/reviewed by

Miss K Brown

Date of next review

December 2024

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Key Personnel

Head of Centre:	Mrs A. Moise-Dixon
SLT with oversight of Exams:	Mrs M. Allitt
Examinations Officer:	Miss K Brown
SENCO:	Mrs L. Whittle
Assessor:	External Assessor

Absence of Personnel

Examinations Officer: Miss K Brown

If Miss Brown is absent for more than one week during the non-exam period Mrs Allitt will contact Miss Brown by email or text to find out any urgent tasks that require attention and will also follow the Monthly Tasks attached to this document in Appendix 1.

If Miss Brown is absent on the day of an exam, Mrs M Allitt will act as the Examinations Officer.

SENCO: Mrs L. Whittle

If Mrs Whittle is absent when access arrangements are needed, Mrs Barnes will identify students with potential access arrangements, complete the forms required and instigate appropriate testing.

Assessor: External Assessor

If external assessor is absent when testing is required, Mrs Whittle will source a different external, qualified assessor.

Head of Centre: Mrs Moise-Dixon

If Mrs Moise-Dixon is absent at a critical stage of the examination cycle then Mrs Allitt will act as Head of Centre.

Covid-19

We are following the Public Health Guidance and continually adapt to any required changes.

We are also monitoring for updated guidance from the Government, Public Health and the Department of Education.

Current practice includes:

- Examination desks will be cleaned in advance and after exams; students will be given a wipe to wipe down their own desk and chair at the end of each examination. Normally cleaning will be undertaken at the end of the school day.
- If required, Internal candidates will be kept in their year group bubbles with the minimum examination desk spacing of 1.25m; between year group bubbles or students that have returned just to sit the Autumn Exams – a 2m desk spacing will be in place.
- All rooms will allow for good ventilation.
- Invigilators were made aware in training of the ability to walk up and down the aisles; to stand 2m away from students if they are standing still for any time; to stand alongside students rather than face to face; to keep 2m distance from other invigilators / adults.
- Face coverings are currently mandatory in school; invigilators and students can wear face coverings if they would prefer to do so.
- Hand sanitizer and wipes will be available in each examination room and the secure storage area.
- Procedures are in place for candidates or invigilators that feel unwell during the examination
 - Invigilator will inform the Examinations Officer straight away and ensure they are 2m+ away from candidates and staff until they can be relieved of their duty. The school will then follow Public Health England guidance on how the invigilator should be treated and the examination room cleaned.
 - Candidate will inform an invigilator; the invigilator will inform the Examinations Officer and make a note on the incident log in the examination room. The school will then follow Public Health England guidance on how the candidate should be treated and the examination room cleaned.

General

- Room bookings and invigilation.
- When booking rooms email the Cover Co-ordinator as early as possible as they manage outside bookings, and also inform Premises and P.E Staff so they can plan PE accordingly
- Give Premises their folder with seating plans - request desks, chairs, exam boards etc and attach copy of seating plan
- Email e-test seating plans to IT as they have to set up individual computers
- Email SENCO to request readers/scribes and any additional invigilation requirements (e.g. using learning support assistants)

Cyber-Attack

The measures below are in place to prevent Cyber-Attacks by IT department.

- Software restriction policy that restricts the running of executables (.exe files)
- Fortinet Firewall that monitors all internet traffic coming into the school.
- Locally installed virus detection software on all machines/servers.
- All emails that contain .HTML attachments are redirected to Helpdesk for checking before being either rejected as spam or being allowed to continue to the recipient.
- Staff undertake annual NCSC training.
- External Facing domain names and IP addresses are being monitored with NCSC Web Check.

The Measures below are in place as best practice to keep account access secure

- Create unique strong passwords
- Keep all account details secret- Never share login/password details with anyone else
- Enable additional security wherever possible; such as two-step verification
- Update any passwords they may have been exposed
- Set up secure account recovery options
- Review and manage connected applications, such as passwords saved to local web browsers
- Stay alert for any phishing attempts
- Monitor accounts and review accounts access regularly

If St Bernard's experience a cyber-attack which impacts learner data assessment records or learner work, Miss Brown, Exams officer will contact the awarding bodies immediately for advice and support.

Further support and guidance can be also found on National Cyber security Centre website

[Cyber Security for Schools - NCSC.GOV.UK](https://www.ncsc.gov.uk/cyber-security-for-schools)

How long to keep....

Certificates	Keep for as long as we have room in alphabetical order by year. These need sorting in your quiet time. (AOs say keep for one year). Keep a record of destroyed certificates for four years
Results	Six years (the same as for all other student data)
Attendance registers, statements of entry, seating plans	Keep for one year
Coursework	Keep until after end of post results services

Provisional results	No need to keep exam board results slips
Broadsheets	Five years
EAR and ATS	Keep with results and make manual alterations in SIMS
Access Arrangements info	Governed by the Data Protection Act and not JCQ. JCQ suggest 'for as long as it is needed' and 'until after any appeal dates have passed'

QAN codes

QAN codes can be found at:

[Home \(education.gov.uk\)](http://education.gov.uk)

To access candidate numbers

Students | My Marksheet

R click, select additional columns - exam number

This can be checked by SIMS | Focus | Assessment | Template | Template Name

Private candidates

No private candidates.

Example Timeline

Month	Task	Deadline for return to EO
September	Year 7 CAT/ NGRTs test	
	11 Plus tests	
	Download basedata (Nov series)	
	Collect estimated entries (for summer season)	
	Year 12/13 University entrance tests information/deadlines	
	<i>Request dates of CAs (HODs complete yellow forms for SLT)</i>	
	Update JCQ information and distribute to relevant dept	
	Update Master Estimated Entries document	
	Download fees lists from ABs and update Exam Fees list	
	Collect entries for Nov (GCSE English and maths re-sit)	
	Deadline for EAR/ATS (summer)	
	Deadline for ATS	
	JCQ information for candidates notices: send 'Privacy Notice', 'Written Exams', 'Social Media', 'Coursework' and 'Controlled Assessment' to all relevant students, or add to student intranet	
	JCQ instructions: email 'Conducting Coursework', 'MFL Listening Exams' and 'Controlled Assessment' to HoD	
	Update Invigilator Handbook and Exams Office Manual	
	Organise meetings with HODs debrief on JCQ Reg changes and get Subject entry forms and risk management forms	
October	Deadline GCSE re-sit entries and EPQ (Nov)	
	Meeting with SENCO updates	
	Deadline for estimated entries to ABs (summer)	
	Deadline for University entrance tests	
	Update School policies inline with JCQ regs	
	EARs results	
	Summer estimated entries	
	Final date for GCE transfer of credit	
	ALIS test Year 12	
November	GCSE exam (re-sits English and maths only) & EPQ	
	Deadline for receipt of GCSE and GCE certificates	
	Distribute ATS scripts	
	University entrance test results	

	GCSE and GCE certificates processing	
	Basedata released (summer)	
	Arrange coursework collection with HODs	
	Year 12/13 and EX Yr 13 Awards nominees	
December	Email HoD for summer GCSE and GCE entries	
	Year 12/13 Certificates and awards ceremony	
	Ex Year 11 collect certificates and coursework	
	Process Summer marksheets and distribute	
January	Restricted release of GCSE results (Nov 18)	
	Issue GCSE and GCE Element Entry Listing	
	Distribute GCSE and GCE marksheets to HODs for checking	
	Prepare GCSE and GCE series marksheets in SIMS	
	Deadline for Modified papers 31 January	
February	Distribute GCE and GCSE individual timetables	
	Deadline for GCSE and GCE entries	
	Deadline for Access Arrangement applications	
	Send letters for availability and training to invigilators for summer exams	
	Deadline for receipt of GCSE certificates (Nov)	
	Update exam guides on website	
March	Year 12 and Year 10 Internal exams planning	
	Prepare seating plans, resolve clashes, book rooms, allocate invigilators	
	Invigilators training	
	Distribute CA deadlines	
	Organise last invigilator training session	
	Distribute Individual Timetables (before easter break) and Student Exam Procedures via registers (
	Deadline for Cambridge National Centre Assessed Marks to be submitted	
April	Distribute Individual Timetables and Student Exam Procedures via registers	
	OPTEMS arrive from ABs	
	Arrange MFL speaking tests	
	Sample MYP projects	
	CA sample requests to HoD	
	Late Entry and Amendment deadline	
	Last date to apply for an entry fee refund for a candidate withdrawn	
	First date to be charged very late entry/amendment fees	
May	Deadline for AQA CA	

	Deadline for CAs and MFL speaking tests	
	GCSE and GCE exams start	
	Deadline for Art CA marks	
June	GCSE and GCE exams finish	
	Year 12 Internal Exams	
	Year 10 Internal Exams	
July	Deadline to submit special consideration requests (Jun)	
August	Release of results	
	Restricted release of GCE results	
	Restricted release of GCSE results	
	Final date for Priority EAR (summer)	

Basedata

A2C data exchange

A2C is available from the JCQ website (ask ICT Support).

Acquire access key from each AO: In Status, click on 'Acquire Access Key', log in to AO, select 'Download A2C access key', then:

- You must take a note of the password shown, as it will be needed later. Use the 'Copy to clipboard' function
- Click on the 'Download access key' button
- In A2C Status tab, click on Import Access Key(s)
- When computer downloads opens, double click on access key
- Paste the password in the box and click 'OK'
- A green light then appears to show that A2C is connected

Seasons

Before creating a season, the season pattern must be set up

- Select Tools | School Setup | Season Pattern
- Click the Add button to add a new Season or highlight an existing Season name and click the View/Edit button to edit an existing Season.

Example seasons are usually set as follows:

Exam seasons	Short Name	Season Pattern
November 2020	Nov	October, November
Summer 2020	Summer	May, June, July
Mocks 2020	Mocks	May, June

Although Examinations Organiser provides you with a set of default data, you must manually create a new Season in order to administer the examinations that fall within that time frame.

- Select Tools | School Setup | Seasons to display the Seasons Browser.
- Click the Add button to add a new Season or highlight an existing Season name and click the View/Edit button to edit an existing Season.
- Select the Season Pattern on which you wish the Season to be based by clicking the Browser button. **N.B.** It is not possible to run the same exam more than once in a season.
- Enter the Calendar Year to which you wish this Season to apply. This combines with the Season Pattern name to generate the default Season Name that cannot be edited.
- Enter the Start and Finish dates for the Season or select the dates by clicking the Calendar button. (These dates indicate the life span of the Season, i.e., the dates between which the examinations are being dealt with rather than the date of the first and last examination).
- Enter a Season Description if required.
- Select the Default Season check box if you want this to be the default Season.

- Click the Save Record Changes button on the Focus Bar.

Importing and administering basedata

AQA:	Exams administration Entries EDI and basedata
Edexcel:	Support EDI and basedata
CIE:	Cambridge for Exams officer CIE Direct Support Materials
OCR:	for Exams Officers Basedata
WJEC:	Exam officers Basedata

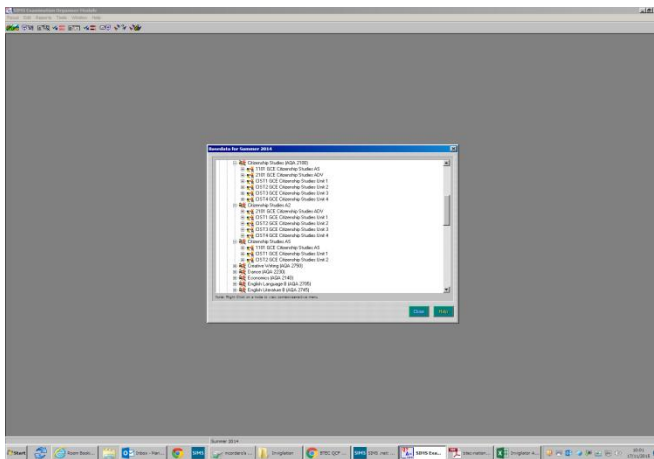
- Basedata is available on the websites of exam boards
- Import zipped exe.files (save as) into SIMS|SIMS|EXAMIN and unzip them before trying to import.
N.B. Ensure that the Basedata is not in a Sub-Folder in the EXAMIN folder. If the file path points to the EXAMIN and the Basedata is inside another folder in the EXAMIN, it will not be recognised by Exams.

In Examination Organiser:

- Select the correct season for the basedata
- Click Manage Basedata icon on toolbar or Focus | Basedata
- R click exam board | import basedata wizard
- Click navigator button to display files: OK | next | series title (e.g. Summer 2015) | finish

Restructure basedata:

- AQA: GCSE Science, Additional Science and Further Additional Science and AS and A2 all have to be set up as new awards e.g.



- CIE, Edexcel, OCR and WJEC: R click award, add existing elements, update

NB: other qualifications

AQA ELC: Same as GCSE entries

Skeleton Timetable

Once marksheets with entries have been set up, print a skeleton timetable. This can be printed and used to note receipt of exam papers.

Website: in January, use the skeleton timetable to prepare a simplified version to be added to the Academy website. Ask SMC if she would like the details added to the newsletter to parents.

Bulletin: in February, use the skeleton timetable to prepare a timetable showing morning and afternoon sessions, and ask **NMR** to include it in the bulletin from February half term onwards. As the exams take place, those which have passed can then be deleted.

Estimated Entries

These are required for WJEC, AQA, OCR and however the guides are in place below should they be required next year.

All AOs collect estimated entries for the summer series and some also collect estimated entries for November.

The AOs use estimated entries to send out any pre-release material, estimate the number of exam papers required and the number of examiners and moderators.

All estimated entries are submitted on the secure areas of the AO websites.

Estimated entries for summer estimates are usually required by mid-October but set your own deadline two weeks before this date.

During October and November meet with Heads of Department and update the entries spreadsheet (CollectingQualificationInformation), showing their subject with the current exams and their codes. Ask HoDs to check the exam codes and add any new exams and delete any that are not now being offered. See Exams|Estimated Entries.

Once the estimated entries have been received update the Master Entry Schedule with any changes to AOs and codes.

N.B. Don't forget to make estimated entries for any new subjects!

N.B. AQA are no longer asking for estimated entries to be submitted for all subjects, only for those that require a despatch of early exam material. Currently, estimated entries are only required for **Physical Education, Drama & Art.**

AQA: Entries>Estimated entries

Edexcel: Select qualification>Candidates>Estimated entries – make entries, then submit

OCR: Select qualification>Submit estimated entries – make entries, then save each page

WJEC: Preliminary entries – make entries, save, then submit return to WJEC

Top Tip for OCR Interchange:

Selecting 'Entry estimates' from the drop-down menu in 'Restrict search' will limit the search to show rolled over final entry data only. Leave 'Qualification type' set at 'All' and the 'Search subjects' box blank.

Exam Entries and Amendments

Importing students to be entered for exams

SIMS | Examinations | Select season | Focus | Candidates | Internal | Assign

Source Population: click on field browser button, National Curriculum Year, select year group, 'choose all' or choose individuals, update. Adjust dates if necessary.

Ensure that each candidate has an exam number and UCI number (students transferring from another school may have a UCI number so **DO NOT** generate a new number)

To allocate exam and UCI numbers:

- Tools | Allocate UCI & Exam Numbers | select year, tutor group or pupil then allocate UCI/Exam, save

N.B. Remember to update Access Arrangements in Focus | Candidates | Internal and order modified exam papers before deadline

Where the legal forename or surname of a student is different to their preferred name, enter the legal name in Internal Candidate Details in the Exam Surname/Forename section, and this will feed through to the seating plans, which will then tally with the exam registers.

For external candidates, either set up as new or if an ex-student, search using first two letters of surname.

To check that courses are set up to assign students from, go to SIMS | Tools | Academic Management | Course Manager | Maintain Course. Ensure that the current academic year is shown.

Entries

Select season

Marksheet setup

- Focus
- Marksheet Setup - series
- Select the series (each awarding organisation)
- Select the awards for which marksheets should be created
- Select template options (separate marksheets, not consolidated), next
- Select elements (deselect any not needed), next, next
- Select course or National Curriculum year group (useful for Maths, English and Science), next, finish, close

N.B. Equivalent marksheets show points for certification grades - the opposite of what is shown on the Results marksheets. Endorsement marksheets show the grade for the spoken element of English/English Language.

Marksheet entry

Entry marksheet: Enter 'Y' to enter each candidate (it will show in red until saved). If entering all students, R click on heading and click 'select grade', 'Y', then to save

Forecast grade: Teachers should complete this by entering a grade for each unit. If grades are not entered, select 'Z'.

When marksheets are complete select 'Data Entry is complete' and save

Individual entries

Focus| candidates| internal or external

Checking entries

Reports| Entries| Examination Entry Lists

Examination Entry Lists Report

This report is used to circulate a list of entries currently stored in the module to Heads of Departments, Course Managers and Class Teachers, for them to check whether the information is correct and complete.

For each of the Components selected, the Report Header includes Season, Board, Award and Component details, etc. For each of the Components selected, the Report Body consists of the name of the Candidate entered, their Year, Reg. Group, Examination and UCI Numbers and the Entry Mode.

Report type: Element entry listing

Include signature box:

Notes: 'Please return to Exams Office by ... (4 weeks before entry deadline). Candidate timetables will then be issued for parents evening on (date)'

Board: All

Qualification: All

Level: All

Selections: Click magnifying glass, choose all elements, , and ok

Attach cover sheet (vibrant colour) and Examination Requirements sheet (coloured) with each examined unit:

Please find attached candidate entry listing for each unit of the subject award. Please check that these entries are correct, sign and return the form to me. If there are any errors or omissions, please let me know urgently.

Once I have all of the signed candidate entry listings returned (by XX January), I will distribute individual candidate timetables.

Also attached is a sheet for any special requirements for that exam. Please complete and return to me as soon as possible.

Submission of exam entries / amendments

Only one entries file for a given Examination series should be submitted to each examination board. This file should contain the majority, if not all of your entries.

An amendment file should be submitted in the event of any change to the original entry or to the personal details of a candidate. The file will include complete replacement records for all candidates whose entries and/or personal details have changed since the entries file or last amendment file was submitted. The examination board will then determine the differences between the amended and submitted record and the data held on their database.

Examinations Organiser checks the Entries file sent to the examination board, and then applies to this image, in order, any subsequently submitted amendments. Once it has established this consolidated image, it compares it with the data currently held in the system. Any alterations found are reported as an amendment. It follows that, if an amendment file is generated for every change that occurs, the process will progressively slow down. It is inadvisable therefore to generate more than one amendment file per day for any series.

A candidate with no subject entries is interpreted as an instruction to withdraw the candidate for all subjects. Individual examination boards may, however follow their own procedures on candidate withdrawal.

Focus | Submissions | Add

Board: Select exam board

Series: GCSE or GCE

Type: Entries, Amendments, Forecast Grades etc

, lock system? then if no errors

Note file names then unlock

A2C: Send/receive all files the check outbox |logs to ensure that all files have been sent

This report should be produced after entries have been made, but prior to submission to the Boards.

Spoken Language Exams

1. BEFORE THE EXAM

MFL teachers have the responsibility to prepare students on what to expect for the speaking exams. This will be done in a variety of ways:

- a. during lessons – as part of teaching routine, by explaining, modelling and practising the different parts of the speaking exams (role-plays, picture tasks, conversation on the themes (including presentation of the first theme). This will also include timings (for preparation and for each of the 3 components of the speaking exam).
- b. resources – students are given photocopies of the assessment criteria for each of the 3 components of the speaking exam from year 10. They are also given half-termly assessments that reflect the exam format from year 10 onwards, so they are familiar with the exam.
- c. mock exams take place during Year 11 so that students experience the “real thing”.
- d. teachers impress upon students that speaking exams are like any other exam, they cannot be rescheduled, so if a student is absent, they will miss 25% of their GCSE grade.
- e. teachers issue their students with a time-table for the GCSE speaking exam – the students know their time and the location of the preparation room. It is expected that teachers will examine the Foundation candidates first and then the Higher candidates.
- f. A text message is sent the week before the exam to parents to advise them that the speaking exams will be taking place. The MFL teachers need to provide Reception and the Exams Officer with the timetable for their speaking exams including the students’ names.
- g. The MFL department will purchase enough recording microphones to ensure that each teacher-examiner will have 2 (in case one goes wrong) as 3 languages will be examined simultaneously.

2. TIMINGS

Foundation Tier		Higher Tier	
Preparation Time	12 minutes	Preparation Time	12 minutes
Task 1 – role play	1 – 1.5 minutes	Task 1 – role play	2 – 2.5 minutes
Task 2 – picture-based task	2.5 – 3 minutes	Task 2 – picture-based task	3 – 3.5 minutes
Task 3 – conversation	3.5 – 4.5 minutes	Task 3 – conversation	5 – 6 minutes
Overall timings	7 – 9 minutes (+12 minutes’ preparation time)	Overall timings	10 – 12 minutes (+12 minutes’ preparation time)

3. PREPARATION TIME

- a. A preparation room is set up in the MFL Languages Office where students of the three languages go. The room will have 3 sign-posted sections – one per language. The three invigilators (who will be trained on how to conduct the preparation in advance) will hand out the cards and the paper to write notes and will remind students not to write on the stimuli cards.
- b. The student will sit at the desk and a written notice will remind them of the 12 minutes' preparation time and of the fact that they are not allowed any dictionary or other material; there will be a count-down device that will be started and will show the student/invigilators the time elapsing (6 timers to be purchased: 3 for the preparation room, 3 for exam rooms).
- c. If a candidate doesn't understand an English word on their role play stimulus card then the invigilator may give a very simple explanation or alternative word to help the candidate fully understand the context of the role play. Invigilators must not explain or give translations of anything that is written in the target language.
- d. Candidates are seated an appropriate distance from each other (as per standard examination conditions) and the invigilator ensures no interaction between candidates. The invigilator must ensure that individual candidates do not exceed the total time allowed to them for preparation, and that the preparation time for each candidate takes place immediately prior to their speaking assessment.
- e. Candidates are permitted to make notes relating to Tasks 1 and 2 (but not Task 3). They must not write more than one side of A4 in total. All candidates must use the CN2 form to record their notes. Candidate notes should be in bullet point format and may include full sentences.
- f. Once the time has elapsed, the student will be taken to the exam room by an invigilator. The student leaving the preparation room must be supervised so that she cannot communicate with anybody between the preparation room and the exam room.
- g. If a student does not arrive and she is in school, an invigilator is to go to the classroom to collect the student. If a student is not in school, this will be identified at the start of the day by the Exams Officer, a phone call home will be made in line with normal exam procedures.

4. IN THE EXAM

- a. Rooms are selected to minimise noise disruption – such as the Staff Conference Room, the Quiet Room, and the Premises Office.
- b. Exam signs are posted outside the examination rooms as well as on the Chapel stairwell.
- c. The teacher-examiner greets the student and starts the exam according to the examining board guidelines (name and number of centre, candidate's name and number) and does the exam tasks in the order assigned by EDEXCEL, starting with the role-play, then going on to the picture task.
- d. **Candidates must hand the teacher-examiner** the two stimulus cards and their CN2 form on completion of Task 2 (the picture-based task) **before** Task 3 (the conversation) begins.
- e. The teacher-examiner has a timer (see above point 2.b) and ensures that the timing of the exam follows the guidelines of EDEXCEL – **checking in particular the timing for the conversation.**
- f. At the end of the exam, the teacher-examiner checks the recording and then saves it in the T drive and on a USB.
- g. If there is a problem, the teacher-examiner must alert the Exams Officer as soon as possible so that they can seek advice from the board.
- h. The USB needs to remain in school and must be stored securely until the teacher has finished examining all his/her candidates and then he/she hands the USB to the Exams Officer to be sent to EDEXCEL.

- i. The candidates' notes must be retained by the school until the end of October following the exam.

Timetables

Using the skeleton timetable in SIMS Exams also prepare a simple word document version for the staff room and exams noticeboard.

The website version can also be included in the parent newsletter and adjusted as exams are taken.

When the Element Entry Lists have been signed and returned, print two x Individual Candidate Timetables (Default) for each student. Before the submission deadline, distribute one copy to each student and a second copy with a covering letter for parents to be included in the Parent Pack. Documents for the Parent Pack (at least one week before the end of term 3) include:

- Exam timetable letter to parents
- List of students in each year group
- Individual timetables (by year group)

Reports | Entries | Candidate Timetables-default

Individual Candidate Timetables (Default) Report

This report provides a personal timetable for each Candidate. However, this report extracts data directly from the imported basedata and therefore does not provide information relating to Seating Organiser (exact times, venues, seating positions, clash resolutions, etc.).

For each Candidate, the Report Header includes personal and school details. The Report Body is a columnar list in two sections. The first section details the Coursework Components, if you elected to include this information in the report and includes details such as the Examination Board, element and component.

The second section details the Timetabled Components and is always displayed in the report. This section displays the date and time of the examination, the associated Examination Board, Level and Element details.

Example:

Group: Summer 20 all
Order: Reg group and alphabetical

Report footer: PLEASE CHECK YOUR PERSONAL DETAILS AND YOUR TIMETABLE CAREFULLY.
REFER ANY ERRORS, OMISSIONS OR EXAMINATION CLASHES TO MISS BROWN,
THE EXAMINATIONS OFFICER

Include coursework components: No, leave blank

Once seating plans are complete and any clashes have been resolved, print individual candidate timetables (Reports|Seating Organiser|Individual Candidate Timetables) and distribute VIA REGISTERS.

Group: Summer 20 all

Order: Reg group and alphabetical

Report footer: PLEASE CHECK YOUR PERSONAL DETAILS AND YOUR TIMETABLE
CAREFULLY. REFER ANY ERRORS, OMISSIONS OR EXAMINATION CLASHES
TO MISS BROWN , THE EXAMINATIONS OFFICER IMMEDIATELY.

Attach the EXAM PACK to each timetable:

- Individual timetable with seat numbers
- Exam arrangements letter
- Supervised lunch breaks letter
- Notice to Candidates – written/onscreen exams (please read these carefully - it informs you of what you can and can't take into the exam room)
- Social media notice
- Privacy notice
- Coursework/Controlled assessments

Seating plans

The minimum distance in all directions from centre to centre of a candidates chair **must** be 1.25m for students in the same bubble.

Select icon or Focus | Seating Organiser

Select start date and end date then

Sort exams in date order, select exam, then

Where one exam follows another, start the second exam 15 minutes after the first exam ends. Also, check with subject tutor whether it matters which paper is taken first.

The yellow ICE book states that: If candidates are taking two or more papers timetabled in a session and the total time is more than three hours including extra time and/or supervised rest breaks, you may conduct an examination in a later or earlier session within the same day, without the need to complete any paperwork.

Component sitting | to add room | choose all then remove access students

N.B. some subjects (Media Studies and PE may require dvd facilities, French, Spanish, Greek, Polish and Music may require listening facilities)

Rooms and candidates can be added, edited and deleted

Also, ask if there are any students who require applications for Special Consideration to be made for all their exams from SENCO. HOY 11, HOY 12/13.

Viewing Potential Clashes

Clashes will occur when a candidate has been scheduled to sit two examinations at the same time. If this is the case, this is identified by the clash Status reading Potential Clash in the list box on the right-hand side of the Create Component Sitting for Component dialog.

1. To view details of any potential clashes for a specific candidate, right-click the required candidate in the list box and select Clash Properties from the pop-up menu to display the Clashes for Candidate dialog. The Availability of Candidates frame displays details of the component with which the seated examination clashes, including its name, code, room, date and start time.
2. If any components are displayed as clashes in this way, read Timetable Variations in the Yellow ICE JCQ book
3. Once you have been given permission to change the date and/or time for an examination, you can delete the clash booking by right-clicking the required booking and selecting Delete Booking from the pop-up menu. You can then use the Seating Organiser Details form to create a new component sitting to replace the one deleted, editing the date and time as agreed with the examination board and assigning the required candidate(s) to that sitting.
4. Click the Save button to close the Clashes for Candidate dialog.

Component Sitting Integrity Check

This report displays those Candidates who have been assigned a seat for an examination but have since been withdrawn from it. This enables the Exams Officer to remove that Candidate from the seating plan manually. Alternatively, this routine can be used to delete such Candidates from the seating plan automatically.

1. Select **Tools | Component Sitting Integrity Check** to display the **Component Sitting Integrity Check** dialog.
2. Select either the **Season** or the **Date Range** radio button to determine the reporting range.

Click the adjacent **Browser** button and select the required **Season** from the drop-down list or click the appropriate **Calendar** buttons and select the required start and end **Date Range** from the Calendar.

If you have selected a Season, rather than a date range, you must specify a Series.

3. Select the required **Series** by clicking the appropriate **Browser** button.
4. In the **Action** frame, select the outcome of running this check, either **Report** or **Delete**.

Select the **Report** radio button if you want to view the outcome on screen for analysis or select the **Delete** radio button to remove the Candidate(s) without a corresponding entry from the seating plan.

5. Click the **OK** button.

Exam room closures (in SIMS)

This will be completed by the Cover Co-ordinator, please supply a list of exam rooms and dates

Focus | School | Arrange Cover

- Week beginning
- Highlight day
- New closure - select room from list and times
- If the room is already timetabled, select a free room on RHS to transfer to
- Email details of room changes to teacher

Print seating plans

The Switch to high resolution check box is enabled only for rooms defined as large (i.e. rooms that have more than 14 rows or more than six columns), and defaults to selected for all such rooms. Select or deselect this check box as required, to determine the layout of the report output.

To increase the display on each page to 11 columns by 14 rows, select the Switch to high resolution check box. This check box is automatically selected for large rooms. (This option is disabled if All Rooms is selected.)

Reports | Seating Organiser | Seating Plans

Format: Invigilator - shows exam end time

Switch to high resolution:

Copies required: A4 x 2: 1 x master copy, 1 x reception (attendance register list)

A3 x 4: invigilators (1), noticeboard (3)

N.B. Keep noticeboard copies in office and put all other copies with invigilator folders.

Reports | Seating Organiser | Exam Registers

Exam Preparation and Exam Day

Email Facilities before exams to ask them to arrange the following:

- the number of desks / chairs that are required (plus extra at the front of the hall for exam papers), and attach the seating plan.
- to put x noticeboards outside exam rooms.
- advise SAG and ask her to move any daytime classes

Spoken foreign language exams

Foreign language exams (e.g. Greek, Portuguese) will require a native speaker to be booked for the spoken language exams. School normally pay £50 and the examiner should send an invoice. On the day of the exam, the examiner should bring their DBS certificate (if they have one) or proof of address if not, **and** photo identity. Escort the examiner to and from the exam room. Never leave the students with an examiner even if they know each other.

Examination registers

Print examination registers daily via Reports | Seating Organiser | Examination Registers. These are then used to check against exam board registers and will identify and entry changes. Invigilators should then notify EO so that any entry amendments can be made.

Once the exams start, email all staff weekly to advise them of timings, invigilation duties and early lunch arrangements, and remind them in briefing on a daily basis.

Missing attendance register

AQA

Sign in to eAQA | Entries | Current entry reports | Year | Series |

Select Subject reports tab then, Specification | Component | run report | select Attendance register

Yellow Label Service

Parcel Force collect every day around 1-4pm. Collections can be booked on 0844 5617998 or online at www.parcelforce.com/education/yellowlabel. Despatch logs must be signed by the driver.

DHL (for *ifs* exams): 0844 248 0828

Non Examination Assessments (NEAs)

Marks for NEAs are now submitted online by teachers meeting the Examination Board's deadlines. Support is offered by the Examinations Officer to each Head of Department.

NEAs and special consideration

Coursework/non-examination assessment extensions

Where an individual candidate meets the published criteria for special consideration, i.e. a temporary illness, temporary injury or other indisposition prior to the submission of their work, it may be possible to allow a short extension to the deadline. An extension of no more than ten days to the deadline for the submission of work may enable the candidate to complete his/her work. The centre must contact the relevant awarding body to request this arrangement.

Shortfall in work (coursework/non-examination assessment)

5.3 If a candidate has been subject to an unforeseen prolonged illness or other misfortune during the period when the work was being produced, it may, in some subjects, be possible to accept a reduced quantity of work without penalty. However, all of the assessment objectives must have been covered at least once. This will not be possible if the specification only requires one piece. Where several pieces of work are required, the reduction will only be accepted if those pieces are testing the same criteria. It will not be possible to give this consideration in every case. For example, if work has not been submitted, the assessment objectives have not been satisfied or the candidate joined the course late.

No adjustment to the marks must be made by the centre. Form 10 – JCQ/SC† should be submitted to the awarding body, attached to a breakdown of marks across the assessment objectives.

Candidates must have been fully prepared for the course but unable to finish the work. Awarding bodies will not normally agree a reduced amount of work in advance. † AQA, CCEA and OCR centres must not submit Form 10 – JCQ/SC. Applications must be submitted on-line using e-AQA, CCEA SpC Online or OCR Interchange as appropriate.

Lost or damaged work (non-examination assessment components)

5.4 Please refer to the JCQ publication Instructions for conducting non-examination assessments: <https://www.jcq.org.uk/exams-office/non-examination-assessmentsResults>

Tools|School Setup|Results Embargo

Start date and time: midnight Wed

End date and time: 6am Thurs

Exceptions:

- Update 'CollectionResultsGCE' and CollectionResultsGCSE (for July Newsletter) and 'LetterToStudentsGCE' in Exams|Results
- Update 'RequestFormEARandATS' and 'CandidateConsentFormATS' in Exams|PostResultsServices, then print sufficient copies

If a student wishes a parent to collect their results, or wishes them to be emailed to a parent email address, they must make the request in writing. The parent must bring identification to collect results. Requests from parents will not be accepted.

Query, Pending, Absent (QPX) are notifications that may require calls to the awarding organisation

- Prepare address labels, 'LetterToStudentsGCE' in envelope and have ATS/EAR forms printed and available
 - Address labels: SIMS|Reports|Design Report|Exam Result Labels|Run|Select Parameters|Select Summer 2020 and save Excel file.
- For internal distribution of results: Word|Mailings|Start Mail Merge|Step by Step Mail Merge Wizard. Label size is L7162 then print sufficient copies.
At Step 3 'Select Recipients' select each year group.
At Step 4 'Arrange Your Labels' select 'more items' Forename Surname Exam Number Year Group or Address, remembering to add spaces and new lines, then update. All labels can be edited individually.
Preview labels at Step 5, then complete the merge and print labels.

Designing a report for address labels

Data Area: Student - Population: On roll

Data Fields: Forename, Surname, Exam number, Apartment, House name, House number, Street, District, Town, County, Postcode, Year group

Filter students where Exams exist where Season is "Season 20.."

Sort order Surname, Forename, Exam Number, Year Group

Default output: Excel (duplicates suppressed in complex reports)

Download results

A2C: send/receive files (if results are not showing in the inbox, check the log. If they are there, close A2C then re-open). Ensure that BTEC and Entry level Maths are also downloaded. Make of note of AO and file name e.g. Edexcel 10.X01

SIMS | Examinations | Tools | Import Results and Enrolments

If OK, select the results file to be imported and if there are any errors, print.

When importing results, the following errors can be written to a log file:

1. Results for Elements absent from imported basedata:
This signifies a result contained in the result file that cannot be matched with an Element in your basedata. This can be resolved by refreshing your basedata with the missing Elements.
2. Results not matched by an entry:
This signifies that there is a result in the result file for which there is no corresponding entry. If this error occurs, no action is necessary as the results may stand by themselves.
3. Results indicated as being returned against a different Element entry:
This signifies a result in the result file which is associated with an Element, but it is not the Element for which an entry was made. The system will check that the Element for which the grade is issued has been imported and record the result against it
4. Results with a Partial Absence flag:
This signifies that a student has not completed all of the necessary components of the examination. If this error occurs, no action is necessary as this report is for information only.
5. Results which differ from a previous import:
This signifies a re-import of a result file. If this error occurs, no action is necessary as this report is for information only and the system will overwrite the existing result.
6. Result not in range defined for the Aspect:
This usually signifies that a grade contained in the result file is invalid. If this error occurs, we would advise to contact the appropriate Board, however, there may be some corruption within the basedata that should be checked first.
 - a. Check the element properties in the Basedata (Focus | Basedata - expand the award to view element. Right Click on Properties to view the gradeset)
If at this point you get an error message - please see solution [KB26364](#)
7. Result not matched by an Enrolment:
This message relates to an EdExcel/Edifact enrolment problem, whereby a result has been received for which there is no corresponding enrolment. The message is now defunct and can be ignored.
Click the Import File button to import the selected file with the appropriate options. The Result not matched by an Enrolment check box will be made inactive if the file selected is not an Edexcel enrolment file.

The Import Status and Errors boxes will update accordingly as the import proceeds.

Then: Reports | Results | Candidate Statement of Results

Select by: Groups, choose relevant NC Groups and Ext candidates, update, print. Once the embargo has ended, export results to DMS which shows the results in SIMS | Linked Documents section on RHS

Order by Candidate Name (or Reg Group + Candidate Name)

Page per student

Print on headed stationery

School Candidate Statement of Results

Focus|Assessment|Individual Report| Exam Statements Y13

Click on Template, enable macros, and enter/edit subject, year awarded, AO and subject code, then Click on Add-ins tab: select CES Examination Services and choose board, qualification, level, season and result status (certification) for each subject. Highlight 'Result Grade', place cursor on relevant line under grade, and click on update to insert result info.

Generate the report by clicking on Groups and selecting National Curriculum year group or season, then save. When running the report, it can also be exported as a pdf for emailing if required.

AO Websites

Grade boundaries (raw mark vs. UMS) may be available on AO websites at results time. If so, print two copies and put in files in staff room.

Download broadsheet and component mark list for each AO and pass to SLT

Reports run by Data Manager

- Reports|Results|Certification Broadsheet
- Reports|Results|Subject/Grade Analysis
- Reports|Results|Group Performance Analysis

Other Reports

- Reports|Results|Export Results - in export parameters change Process: Results to Equivalent to show UMS points for each

Manually Entering/Editing Results - Examinations Organiser

Please view the Guide to Importing and Analysing Results in Examinations Organiser for further information on the import of Results.

To manually enter a result, you can do this through a Marksheet or via Edit PI Data.

- Create a Result Marksheet in Examinations Organiser through: **Focus | Marksheet Setup - Award (or Series)**. After Creating the Marksheet, go into **Marksheet - Data Entry** and enter the Results.

Via Edit PI Data (this is how IBCP and IFS results should be entered)

- Select Tools | Examinations | Edit PI Data in SIMS.
A confirmation dialog is displayed. If you have not already imported the most recent version of the Performance Measures file, please do so before continuing.
- Click the OK button to display the Edit PI Data page.
The page is populated automatically with the details of all the pupil/students who are taking exams within the Current Season displayed at the top left-hand side of the Edit PI Data grid.
- After searching for the required pupil/student, highlight their name in the Edit PI Data grid.
All their existing Exam entries are displayed in the Performance Results panel at the bottom of the page.
- If you want to manually enter results for this pupil/student, click the Add Result button in the Performance Results panel to display the Add Result dialog.
This dialog is blank until you have entered a valid Qualification Accreditation Number in the QAN field. N.B. The QAN code must be entered without slashes.
As you enter the digits of the QAN, the list reduces automatically until a single matching examination/course combination remains. You can also locate the examination/course combination by entering the subject or exam board details.
- Select this combination to populate the QAN field.
- Click the Refresh button.
The Subject, Level, Course, Awarding Body and exam Title fields are populated automatically with the related details of the specific QAN code. If the course has been linked in Course Manager and the QAN/Discount Code/Course combination is unique, the Course field is populated automatically. The button name changes from Refresh to Change and the QAN field is greyed out.
- If you want to enter a new QAN, click the Change button to activate the QAN field again. The name of the Change button reverts to Refresh, enabling you to enter a new QAN. Click the Refresh button to populate the relevant fields with the details of the new QAN.
- Select the achieved Grade from the drop-down list. Only grades that are appropriate for the selected QAN are available for selection.
If a Level 1 or Level 2 QAN, the Key Stage 4 Equivalence Entry and grade value points are populated automatically.
If an AS QAN, the Key Stage 4 Equivalence Entry and grade value fields and the Level 3 Equivalence Entry fields are populated automatically, this is applicable to schools in England and Wales only.
If an A2 or other Level 3 QAN, only the Level 3 Equivalence Entry fields are populated.
The Points field is also updated to reflect the relevant points value. The Discounted check box can be selected manually, if required.
- Click the Save button to return to the Performance Results grid.

Do not enter results manually via **Tools | External Results | Manual Entry** unless these are results achieved elsewhere and are not to be included into your school's performance. Doing this and not changing the effective date will show the date the results were entered in SIMS.net Exams link.

Adding Examination Results via **Tools | External Results | Manual Entry**

- Click the **Add Item** button in the **Results** frame to display the **Prior Result Detail** dialog.
- Select the **Board**, **Level** and **Subject** with which you wish to associate the result by clicking the **Browser** button and selecting from the drop-down list.
- Select the **Result Type** for the result by clicking the **Browser** button and selecting from the drop-down list.
- The **Gradeset** is calculated automatically from the combination of **Board** and **Level** selected.
- The **Aspect Name** is calculated automatically from the information already entered in this dialog.
- Select the **School** at which the examination result was achieved by clicking the **Browser** button and selecting from the drop-down list.
- Select the **Month** and **Year** in which the certification result was achieved by clicking the **Browser** button and selecting from the drop-down list. The options are **January**, **June** and **November** (the only months in which certification results are issued) for the month, and the current year and four previous years are available for selection for the year.
- Enter the **Result** that the Candidate has achieved for the selected examination.
- Click the **Save** button to return to the **Prior Exam Results Detail** dialog.

Editing an Examination Result

When editing existing examination results, it is possible only to edit the result itself. It is not possible to edit the associated Examination Board, Subject, Level, etc.

- Click the **Edit Item** button to display the **Prior Result Detail** dialog.
- Enter or edit the **Result** that the Candidate achieved for the selected examination. The result entered must be a valid grade from the grade set associated with the result record.
- Click the **Save** button.

Deleting an Examination Result

You can delete an existing examination result that was added in error.

- Highlight the required examination result in the browser and click the **Delete Item** button.
- Confirm the deletion by clicking the **OK** button.

Post Results Services

Enquiries About Results (EAR) and Access to Scripts (ATS)

Update form AllExamBoardsDeadlinesFeesEARandATS found in Exams | PostResultsServices.

Each applicant must complete RequestFormEATandATS found in Exams | PostResultsServices. Each exam board has different fees for each service.

If a re-mark is requested, there is no charge if the overall grade increases. However, ATS is always charged for, even when the grade is increased.

Manually Entering/Editing Results - Examinations Organiser

Please view the Guide to Importing and Analysing Results in Examinations Organiser for further information on the import of Results.

To manually enter a result, you can do this through a Marksheet or via Edit PI Data.

- Create a Result Marksheet in Examinations Organiser through: **Focus | Marksheet Setup - Award** if not already set up. After Creating the Marksheet, go into **Marksheet - Data Entry** and enter the updated unit result(s) and/or grade
- The UMS total should also be amended in the Equivalent Marksheet

Vocational Qualifications

Edexcel BTEC

Basedata is tailor made for each school and is downloaded via Edexcel Online |BTEC |Basedata

- Obtain approval for all programmes via BTEC |Approvals - schools or FE |Qualification Approval |Select approval required
- All registrations must usually be made around 1 November each year (in September series)
- Edexcel send all programme registrations and allocated completion dates in December. Completion dates can be updated if necessary
- Create registration, amendment and transfer files (if converting to higher or lower programme) under series 9B (Sept) for exam board ID 13 in EDEXL/REG and upload via A2C
- To request results files, create entry marksheets (to match original entry in series 9B) under series 7B (July) for exam board ID 15 in EDEXL/KSQ and upload via A2C. The deadline is usually around 30 April. If candidates decide not to complete the full award it may be possible to transfer them to a lower level e.g. Certificate instead of Diploma, which may then be claimed as a full award. Results files will be sent on Monday of GCE results week
- Claims can be made online or by completing the SRF. Certification deadline is usually around 5 July.

Edexcel BTEC: Special season 'BTEC Registration' each September. Deadline for entries is usually around 1 November.

Edexcel Approval: Select qualification: BTEC
Approvals: Schools and FE
Qualification approval: Type: Transferable skills

Sector: Entry level FS

Accept T&C, submit

BTEC basedata: Select BTEC qualification
Select EDI basedata

Format: JCQ
Subtype: Registration or Results (at end of academic year)
Check approval year
Select programmes
Submit

Basedata will appear in mailbox. Open, then drag to basedata folder (exam basedata) before unzipping and moving to EXAMIN. When importing into SIMS | Examinations | EDEXL/REG use series title: e.g. BTEC Summer 2020

BTEC Registration Procedure

(See AwardingOrganisations > Edexcel > BTEC > BTEC registration procedure via SIMS)

- Assign students as candidates
- Create marksheets. If a student does not appear on a marksheet, check that are showing as internal candidates
- Enter information into marksheets after changing effective date to today's date and click 'refresh'

On screen on-demand tests

There are usually no entry deadlines. Bookings can be made two hours before the test **but** for those with access arrangements, tests must be booked 15 days in advance. Access arrangements may be applied for via BTEC|Access Arrangements. The demo test must be run first and if there are technical problems during the test, phone Edexcel immediately.

See *MakeOnscreenTestBookings* and *RequestAccessArrangementsBTEC* documents in Exams|Awarding Organisations|Edexcel|BTEC.

If a student does not attend a booked session, email examsofficers@pearson.com with candidate name, registration number, old test date and new test date. Once Edexcel have cancelled the original booking, a new booking can be made. If there is another booking at the same time, choose either 30 mins before or 30 mins after the booked time as it is not possible to have more than one booking at the same time. A test can be started one hour before and one hour after the booked time.

BTEC Transfer

- Select qualification
- Select candidates|Transfer within Centre
- Select registration year, then programme or registration number
- Choose candidate, then select programme to transfer to
- Type in new completion date e.g. 31/07/20 then click Transfer

BTEC Claims Procedure

- Select qualification: BTEC
- Select candidate or course

- Click details, then edit
- Select claim type: Full (all required units completed), Interim (registration remains open) or Fallback (for those who do not intend to complete the programme, registration is closed)
- Select unit grades (P pass, M merit, D distinction, U unclassified, T transferred credit)
- Enter award date (when programme completed), then save

BTEC Certification Claim

- Download results basedata
- Create an entry marksheet, then upload via A2C

Functional Skills

Functional Skills basedata:

As per GCSE basedata. Import into EDEXL/GVQ.

Download FS papers two weeks after registration:

Qualification | Secure tests | Skills for life | Functional Skills

OCR Nationals See Board admin guide

Submitting claims: special claim if transferring full course to short course

Importing OCR Nationals Results to SIMS in the Summer Series

Download and import the Basedata

N.B. SIMS usually cannot import summer results before 15 June of any year

Go to your June/Summer season within SIMS Exams Organiser.

Download the revised Basedata for the summer series from the OCR website at

<http://www.ocr.org.uk/ocr-for/exams-officers/basedata/>

Import the revised Basedata into SIMS Exams Organiser.

Nothing more needs to be done with the Basedata files.

Take a copy of the results file

Download your results files from A2C

Go to your Sims → Examin folder. Find the OCR Nationals results file you want to amend. The file(s) will be named 'Rnnnnn72.Xnn'

Copy and save somewhere separately. Keeping a copy of the original is good practice.

Edit your results file

Open the results file saved in 'Examin' with a text editor, eg Notepad.

At the top you will see two lines containing the season details. In the example below the header reference is 9N13 for September 2013:

```
R199373729N12MUCLES01CMS13
R399373729N12100CV99 9AJ |
R5993730822993730070822H4700807295 6324001M
R5993730110993730080110C5957082693 6324001M
R5993730123993730080123G4332698303 6324001M
R5993730125993730080125Y8475926168 6324001D
R5993730126993730080126E4331615404 6324001M
R5993730201993730080201K7081106764 6324001M
R5993730219993730080219D 6324001M
R5993730224993730080224B4173628506 6324001M
```

- Amend this to 6N14 for June 2014 as shown below. Remember to edit the year so that the results go into the correct season. Save the file in the 'Examin' directory.

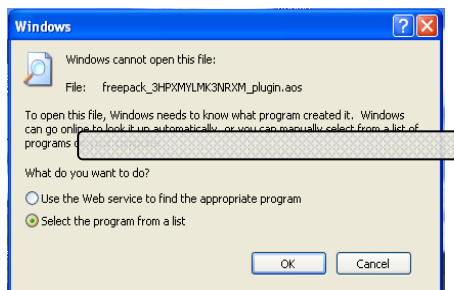
```
R199373726N13MUCLES01CMS13
R399373726N13100CV99 9AJ
R5993730822993730070822H4700807295 6324001M
R5993730110993730080110C5957082693 6324001M
R5993730123993730080123G4332698303 6324001M
R5993730125993730080125Y8475926168 6324001D
R5993730126993730080126E4331615404 6324001M
R5993730201993730080201K7081106764 6324001M
R5993730219993730080219D 6324001M
R5993730224993730080224B4173628506 6324001M
```

Import the results file

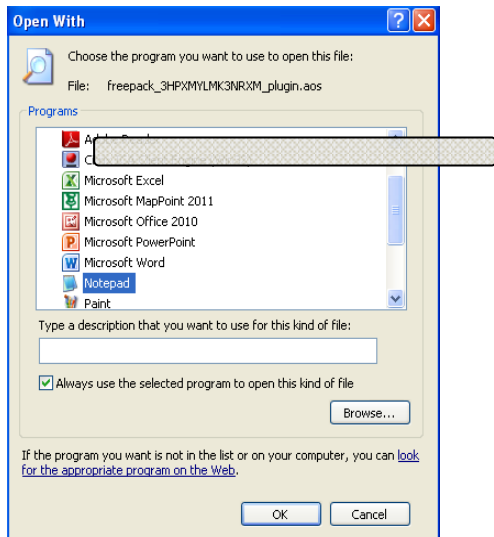
You can now import the amended file (e.g. Rnnnnn72.Xnn) to the June series as per your normal process. Remember to import the amended file and not the backup of the original.

Opening a file using Microsoft Notepad

When you open a basedata file for the first time, you will receive the following prompt:



Choose 'Select the program from a list', click 'OK' and select 'Notepad' from the list of programs.



Functional Skills

Edexcel

Test papers will be sent

WJEC

Notification of moderator details will usually be sent in February. Form FS E5 and form E3 9 available on secure website: FS home page | subject | show all documents

Other Awarding Organisations

NCFE

Registrations: portal.ncfe.org.uk

- After checking cost of entries, obtain purchase order number from Finance before making registrations.
- Add candidates: either create or add to existing (name, candidate number, ULN number, date of birth and ethnicity is required)
- Sector, programme code (QAN), programme title is required
- Once registration is complete save the following documents in Exams | Vocational | NCFE | Academic year
 - Order confirmation
 - Certificate claim form
 - Candidate statement report
 - Order summary

Certificate claims

- Claims must usually be at NCFE by 20 August
- Search for candidates to make a claim, enter batch no. (from candidate status report)
- Select candidates claim
- Select claim status

- Select each candidate (click on name not tick box)
- Select all units the achieved
- Complete internal moderator name and select declaration claim

ASDAN

PRINCE'S TRUST

Qualifications awarded can be entered on SIMS.

Firstly, check that the awarding organisation is marked Active in Exams Organiser | School setup | Exam board

Manually Entering and Editing Examination Results Achieved Elsewhere

You can manually enter or edit examination results for any Candidate in a given Season. This is particularly useful if a Candidate has transferred from another school and you wish to keep a record of any examination results that they have already achieved.

It can also be used to edit examination results issued by an Examination Board.

N.B: When manually entering examination results, it is not necessary to import the associated Basedata.

If an embargo has been set for the current Season to disable the viewing or examination related data for a defined period of time, and you are currently in the embargo period, only authorised personnel can run this routine for the current Season.

- Select **Tools | External Results | Manual Entry** from the Menu Bar to display the **Prior Exam Results** browser.

Highlight the Candidate for whom you wish to add or edit examination results and click the **View/Edit** button to display the **Exam Results Detail** dialog.

Internal Exams

Domestic Season

N.B. Assign students to the season **before** the start of the season, otherwise the marksheets will not be populated.

N.B. Check QCA codes and qualification against external season.

Create season pattern: Tools | School Setup | Season Pattern Add, then Tools | School Setup | Season and select relevant name e.g. InternalSummer. To have 'GCE Exams' available as a gradeset for selection in Exams Organiser, please create a new Grade set in SIMS.net through Focus | Assessment | Gradeset | New. When you then go into Exams, this will be available in the drop down list.

Cloning a Previous Series (Internal Exams Only)

Season can be cloned from a previous season in the Basedata and properties of an individual exam component can be amended e.g. date and time of exam, length of exam:

- Focus|Basedata then R click DOM (domestic) and select *Clone a Previous Series*.
N.B. The Season Code is read-only and is automatically updated when the Code has been entered.
- Enter the Code for the new season in the Title field.
N.B. This code must include a Season number appropriate to one of the months associated with the Season Pattern and an appropriate Level code, e.g. in an External Exam Season, 3G might denote a March GCSE Season.
- Enter a season title e.g. Internal Spring 2015
- Highlight the season to be cloned from the list
- From the Import frame, select the level of information (Awards, Elements, Components) in the Import frame
- Click the Select button to clone the series

New awards, elements and components can also be added:

- Focus|Basedata
- Add new award e.g. English GCSE Mock
- Add new element e.g. En01 English Tier F GCSE Mock, by R click on series title, or include existing element by R click on award
 - Internal title: e.g. English Tier F GCSE Mock, English Tier H GCSE Mock
 - Entry code: e.g. En01F, En01H
 - QCA code: e.g. FK2A
 - Qualification: Local or GCSE
 - Level: Unassigned or GCSE full course
 - Gradeset result: GCSE Internal (N.B. put Mock in internal title) or GCSE exam grades
- Add new component by R clicking on element
 - Internal title: e.g. English Tier F GCSE Mock Paper 1 Reading
 - Component code: e.g. En/01F
 - Examination date
 - Start time
 - Duration
 - Maximum mark

Planning

Complete the following form found in Staff Share|Admin|Forms|Organising Trip-Event Forms|Event Booking Form and Event Planner and pass on to ZMB once completed.

- Will the flooring be put down?
- Are the rooms ready?
- Ask HoD for the names of exam papers and how long each exam is
- Do teachers have exam papers and other resources ready? Email HODs to remind them that they should be providing resources
- Are tiers involved (e.g. English, Maths, Science, Geography)?

- How many invigilators are required?
- Are candidate seating cards prepared?

Admissions Testing Service

All candidates need to be entered for admissions tests at:

<http://www.admissionstestingservice.org/administering-our-tests/register-test-takers/>. The Entries Extranet is a secure website that allows Exams Officers at authorised centres to register, view, modify and withdraw candidate entries. To log into the Cambridge Assessment Entries Extranet, enter www.entries.cambridgeassessment.org into the address bar of the browser. Tests must be registered by 15 October (approx.) and the test date is 5 November (approx.).

Registration process

Collect the following information from the candidate:

- Name (as it appears on their UCAS form)
- Gender
- Date of birth
- UCAS ID (not compulsory)
- Access arrangements
- University/College and course applied to.

Template forms are available to help you capture this information. Visit the specific test page 'How to register' to download the relevant candidate forms.

Register candidate for admissions test

Log into the Entries Extranet and enter the candidate's information. Make a note of the candidate number once you have successfully registered their details.

When registration is confirmed, send the allocated candidate number to the student.

The test pack and admin guide is sent 7-10 days before the test date. Book a collection with UPS who collect the test papers.

Alis Test

Log into the <http://www.cem.org/>

Select Secure sites, then Alis +, Username 4884, request new passwords. Select Adaptive Test and all you need to register students, set up the assessment, download the reports is in this section.

Click on Administration to download the step by step guide.

Computer Assessments:
Before Testing
 1: Download Documentation
 2: Upload Student Details inc. Subject Choices and Av (I) GCSE
 3: Set up the Assessments
 4: Trial the Assessments
During Testing
 5: Run the Assessments
 6: Upload Assessment Files
 7: Assessment Status
After Testing
 8: Edit Student Details
 9: Assess Additional Students
 10: Download Early CABT Feedback
 11: Download Full Predictive Feedback

Obtaining Predictive Data based on CABT or Average (I)GCSEs

Submission of Student Details / Setting up Adaptive Test (CABT)	During Testing	After Submission of Student Details / After Testing
'Student Details' include subject choices and average (I)GCSEs		
<p>STEP 1: Download documentation to help you submit Student Details and administer the Computer Adaptive Baseline Test (CABT).</p> <p>STEP 2: Upload Student Details for inclusion in your assessments (CABT) or for obtaining student specific predictive data based on average (I)GCSE or CABT. Student fields e.g. average (I)GCSE may be uploaded on a later occasion.</p> <p>STEP 3 (where required): Set up the assessments (CABT)</p> <p>STEP 4 (where required): Trial the assessments (CABT) to check the set up prior to testing your students.</p>	<p>STEP 5: Run the Assessments with your students.</p> <p>STEP 6: Upload Assessment Files for us to process (non-web version only)</p> <p>STEP 7: Use the Assessment Status facility, via Assessment Centre, to track assessment progress including details of when each student took the assessment.</p>	<p>STEP 8: Edit Student Details, via Assessment Centre.</p> <p>STEP 9: Assess Additional Students who may have joined your school/college later than the rest of the cohort or were absent at the time the rest of the cohort completed the assessment.</p> <p>STEP 10: Obtain Early Predictions within 2 hours, either online, or download as a spreadsheet.</p> <p>STEP 11: Obtain Full Predictive Feedback within 2 working days.</p>

CATs

Cats are conducted in September for Year 7 students. Paperwork and instructions on Cats should only be released to Form tutors a day before the Cats test. Set up class list and seating plans in excel and send this to form tutors.

Liaise with SENCO to get names of students who will require sitting in BH4 with an LSA.

Inform the HOD for Maths and English and give them relevant preparation test information prior.

Order the answer sheets in July ready for September. On completion of tests, check the marks are clear and send to GL Assessments for marking. When results come in immediately download and save a copy for CLS in Data.

ST BERNARD'S HIGH SCHOOL



Exams officer's induction handbook

Monthly task manager

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Monthly task manager

How to use the monthly task manager



The monthly task manager provides an overview of the key activities for administration of general qualifications, laid out month by month to make them easier to manage. The tasks are split into four exam series – November, January, March and June (for the May/June main summer exam series).

The task manager is intended as an overview – a rough guide to timings and duties. For a comprehensive list of all deadlines associated with general qualifications, you should consult the [key dates calendar](#) and check with your awarding organisations.

For all other qualifications consult the awarding organisation concerned.

Which series the activity relates to

June series

Activity	Demand on time	Reference	
Make enquiries about results (EARs). <i>Deadline: See key dates calendar</i>		Results and post-results	

The activity

How much relative time the activity may take:

1 clock – low demand on time

2 clocks – medium demand on time

Which stage of the exam cycle the activity relates to

Monthly task manager: September

Deadlines for a number of post-results services occur in September – late subject awards (cash ins) for GCE and GCSE exams and enquiries about results (EARs). You will receive priority photocopies of exam scripts requested for GCE exams to support EARs and outcomes of priority service 2 EARs.










Award ceremonies often take place in December and early requests for certificates may be required.







This is a good time to meet with Heads of Department to gather data/information on which qualifications are being run this year. In addition, start thinking about the access arrangements process within your centre. Meet with LAW- SENCO to clarify your role in the access arrangements process and to identify candidates' needs for the year, particularly those who will require access arrangements and modified papers. The latter is important as the deadline for modified papers for both the November and January series occurs in September. Familiarise yourself with *Access Arrangements Online (AAO)*.

Update HODs on instructions for conducting controlled assessment and issue information for candidates on coursework/controlled assessment and written exams.
















Updated annual information will arrive from JCQ and awarding organisations regarding regulations and administrative processes – replace current versions with updated information.


June series

Activity	Demand on time	Reference	
Make enquiries about results (EARs). EAR results to HOD, student and CLS. <i>Deadline: See key dates calendar</i>	 	Results and post-results	
Request late subject awards (cash-ins). <i>Deadline: See key dates calendar</i>	 	Results and post-results	
Apply for access to scripts (ATS) – originals. Distribute Scripts. <i>Deadline: See key dates calendar</i>	 	Results and post-results	
Liaise with Heads of Department to collate provisional subject information and estimated entry numbers (give them	 	Planning	

Subject Entries form and risk management forms). Arrange to meet up and update them on new JCQ changes in regulations.			
Process estimated entries information for awarding organisations.	 	Planning	
Evaluate invigilation need and recruit invigilators. Liase with ZMB for HR needs.	 	Planning	
Make registrations for specified courses. BTEC etc <i>Deadline: See key dates calendar or check AO deadlines</i>	 	Planning	

November series

Activity	Demand on time	Reference	
Liaise with Heads of Department regarding entries.	  	Planning	
Meet with SENCO to discuss access arrangements requirements.	 	Planning	
Download basedata and begin to process final entries.	  	Entries	
Make final entries e.g. GCSE. <i>Deadline: See key dates calendar</i>	  	Entries	
Apply for modified papers. <i>Deadline: See key dates calendar</i>		Exams preparation	
Begin planning for receiving exam materials.		Exams preparation	
Check final date for requesting transferred candidate arrangements.		Exams preparation	









<i>Deadline: See key dates calendar</i>			
Memo to Sixth form students, SMJ about University entrance tests and deadlines. Post on notice boards. (BMAT, MAT, LNAT, STEP etc)		Planning	

Monthly task manager: October







A lot of planning is required for November exams so begin these as soon as possible. Consider your invigilation requirements when calculating the number of rooms and candidates.


Summer certificates will arrive from the awarding organisations – check all certificates and issue to candidates as per your centre policy.

June series













Activity	Demand on time	Reference	
Transfer credit for GCE AS awards. <i>Deadline: See key dates calendar</i>		Exams preparation	
Issue certificates. <i>Deadline: See key dates calendar</i>		Results and post-results	
Process estimated entries information for awarding organisations.	  	Planning	
Make registrations for specified courses. <i>Deadline: See key dates calendar or check AO deadlines</i>	 	Entries	



January series

Activity	Demand on time	Reference	
Make final entries e.g. GCSE, GCE, principal learning, project, functional skills. <i>Deadline: See key dates calendar</i>	  	Entries	
Transfer credit for GCE AS awards. <i>Deadline: See key dates calendar</i>		Exams preparation	
Begin planning to receive exam materials.		Exams preparation	



Final date to process applications for access arrangements (GCSE and GCE). <i>Deadline: See key dates calendar</i>		Exams preparation	
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November series

Activity	Demand on time	Reference	
Receive feedback from awarding organisations, including confirmation of final entries and warning notices. Check for and resolve discrepancies.		Entries	
Distribute entry statements to candidates, produced either via your MIS or by the awarding organisations.		Entries	
Process late entries, amendments and withdrawals.		Entries	
Check whether your centre has any transferred candidate requirements		Entries	
Prepare exam timetable. Include University entrance tests.		Exams preparation	
Publish exam timetables to staff, candidates and parents.		Exams preparation	
Prepare seating plans.		Exams preparation	
Receive, check and securely store all exam materials.		Exams preparation	
Prepare candidates for exam and results procedures.		Exams preparation	
Brief centre staff on exam procedures/requirements.		Exams preparation	
Receive, and distribute to Heads of Department, forecast/predicted/estimated grade sheets.		Exams preparation	

Receive, download and distribute to Heads of Department, coursework/controlled assessment mark sheets.		Exams preparation	
Final date to process applications for access arrangements (GCSE). <i>Deadline: See key dates calendar</i>		Exams preparation	







March series

Activity	Demand on time	Reference	
Meet with SENCO to discuss access arrangements requirements.		Exams preparation	








Monthly task manager: November









In November you may be running GCSE exams and University entrance tests. Make sure you have booked sufficient rooms for the exams. Be prepared for and understand JCQ Inspection.

June series



















Activity	Demand on time	Reference	
Download basedata and begin to process entries e.g. GCSE, GCE, ELC, principal learning, functional skills and project.	 	Entries	
Check Certificates against results and send off any form amendments to AB. Request Award nominees from HODs Liase with NMG for engraving shields etc	  	Planning	





November series

Activity	Demand on time	Reference	
Collate and submit forecast/predicted/estimated grade sheets.	 	Exams preparation	
Collate and submit coursework/controlled assessment marks and samples.	 	Exams preparation	
Prepare systems for: <ul style="list-style-type: none"> late arrivals emergencies malpractice temporary access arrangements access arrangements cover sheets special consideration problems with papers on the day entries. 	 	Exams preparation	

Set up exam rooms.	 	Exam days	
Run exams.	  	Exam days	
Use yellow label service to dispatch exam scripts.	  	Exam days	

January series

Activity	Demand on time	Reference	
Receive feedback from awarding organisations, including confirmation of final entries and warning notices. Check for and resolve discrepancies.	 	Entries	
Distribute entry statements to candidates, produced either via your MIS or by the awarding organisations.	 	Entries	
Process late entries, amendments and withdrawals.	 	Entries	
Check whether your centre has any transferred candidate requirements		Entries	
Receive, check and securely store all exam materials.	 	Exam preparation	
Prepare exam timetable.	  	Exam preparation	
Resolve exam clashes (timetable variations).	 	Exam preparation	
Prepare seating plans.	 	Exam preparation	
Final date for requesting transferred candidate arrangements. <i>Deadline: See key dates calendar</i>		Exams preparation	









Activity	Demand on time	Reference	
Liaise with Heads of Department regarding entries.		Planning	
Download basedata and begin to process final entries.		Entries	
Apply for modified papers. <i>Deadline: See key dates calendar</i>		Exam preparation	

Monthly task manager: December






In December you can continue your planning for the January series. You can also prepare for the November series issue of results and identify your centre's re-sit policy. Remember that term dates could influence the work that you can do, so plan in advance.

This is also a good time to communicate with Heads of Department regarding entries for the summer exams (June series).

June series



















Activity	Demand on time	Reference	
Liaise with Heads of Department regarding entries.	 	Entries	
Download basedata and begin to process final entries e.g. GCSE, GCE, ELC, principal learning, functional skills and project.	 	Entries	
Year 12 & 13 Certificates and Awards Ceremony	  	Planning	

November series



Activity	Demand on time	Reference	
Prepare for issue of results.	 	Results and post-results	
Prepare post-results services.	 	Results and post-results	

January series

Activity	Demand on time	Reference	

Prepare candidates for exam and results procedures.		Exams preparation	
Receive, and distribute to Heads of Department, forecast/predicted/estimated grade sheets.	 	Exams preparation	
Receive, download and distribute to Heads of Department, coursework/controlled assessment mark sheets.	 	Exams preparation	
Collate and submit forecast/predicted/estimated grade sheets.	 	Exams preparation	
Collate and submit coursework/controlled assessment marks and samples.	 	Exams preparation	
Prepare systems for: <ul style="list-style-type: none"> • late arrivals • emergencies • malpractice • temporary access arrangements • access arrangements cover sheets • special consideration • problems with papers • on the day entries. 	 	Exams preparation	
Securely issue any advance/pre-release materials.		Exams preparation	
Publish exam timetables to staff, candidates and parents.		Exams preparation	
Receive, check and securely store all exam materials.	  	Exams preparation	
Organise supervision of clash candidates: <ul style="list-style-type: none"> • overnight supervision. 	 	Exam days	

March series

Activity	Demand on time	Reference	
Resolve exam clashes (timetable variations).		Exams preparation	

Monthly task manager: January








During January you may be running GCSE and GCE exams. However, a lot of work has to be done for the other exam series, such as processing results from the November series and submitting entries for the March series to the awarding organisations.

You should also start thinking about summer exams. How will the results from the November and January series affect the entries you make for summer? You need to start preparing for your entries and access arrangements now.







It is also helpful to begin planning your invigilation requirements for summer exams. Find out if you need additional invigilators, plan your training days and check the availability of all your invigilators over the May/June period.

Be prepared for and understand JCQ Inspection.

June series

Activity	Demand on time	Reference	
Liaise with Heads of Department regarding entries.		Planning	
Securely issue advance/pre-release materials.		Exam preparation	
Meet with SENCO to discuss access arrangements requirements for summer exams.		Planning	
Download basedata and begin to process final entries e.g. GCSE, GCE, ELC, principal learning, functional skills and project.		Entries	
Apply for modified papers. <i>Deadline: See key dates calendar</i>		Entries	
Ex Year 13 Certificate and Awards ceremony		Planning	


















November series

Activity	Demand on time	Reference	
Process results issued by A2C or via awarding organisation extranets. <i>Deadline: See key dates calendar</i>	 	Results and post-results	
Make enquiries about results (EARs). <i>Deadline: See key dates calendar</i>	 	Results and post-results	
Apply for access to scripts (ATS) – originals. <i>Deadline: See key dates calendar</i>		Results and post-results	







November series continued

Report results to Heads of Department.	 	Results and post-results	
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January series

Activity	Demand on time	Reference	
Brief centre staff on exam procedures/requirements.		Exams preparation	
Set up exam rooms.	  	Exams preparation	
Collate and submit forecast/predicted/estimated grade sheets.	  	Exams preparation	
Collate and submit coursework/controlled assessment marks and samples.	  	Exams preparation	
Run exams.	  	Exam days	
Use yellow label service to dispatch exam scripts	  	Exam days	

March series








Activity	Demand on time	Reference	
Make final entries e.g. GCSE and ELC. <i>Deadline: See key dates calendar</i>		Entries	
Check whether your centre has any transferred candidate requirements		Entries	
Begin planning to receive exam materials.		Exams preparation	
Final date to process applications for access arrangements (GCSE). <i>Deadline: See key dates calendar</i>		Exams preparation	
Final date for requesting transferred candidate arrangements. <i>Deadline: See key dates calendar</i>		Exams preparation	

Monthly task manager: February






There are two major deadlines during February: GCSE final entries for the June series and submitting access arrangements. Ensure you have enough time to collate these.

You will receive confirmation of entries from the awarding organisations for your March exams. It is important this information is passed to Heads of Department for checking. As a result of this you may have to process amendments or withdrawals to entries.




June series

Activity	Demand on time	Reference	
Evaluate invigilation needs, recruit and train invigilators.	 	Planning	
Inform JCQ of dates for GCE MFL centre-conducted speaking tests.		Exam preparation	
Make final entries e.g. GCSE and ELC. <i>Deadline: See key dates calendar</i>	  	Entries	
























November series

Activity	Demand on time	Reference	
Make enquiries about results (EARs). <i>Deadline: See key dates calendar</i>	 	Results and post-results	
Apply for access to scripts (ATS) – originals. <i>Deadline: See key dates calendar</i>		Results and post-results	
Issue certificates. <i>Deadline: See key dates calendar</i>		Results and post-results	

January series

Activity	Demand on time	Reference	
Prepare for issue of results.		Results and post-results	
Prepare post-results services.		Results and post-results	

March series

Activity	Demand on time	Reference	
Receive feedback from awarding organisations, including confirmation of entries and warning notices. Check for and resolve discrepancies.	 	Entries	
Distribute entry statements to candidates, produced either via your MIS or by the awarding organisations.	 	Entries	
Process late entries, amendments and withdrawals.	 	Entries	
Prepare exam timetable.	  	Exams preparation	
Publish exam timetables to staff, candidates and parents.		Exams preparation	
Prepare seating plans.	 	Exams preparation	
Receive, check and securely store all exam materials.	 	Exams preparation	
Prepare candidates for exam and results procedures.		Exams preparation	
Brief centre staff on exam procedures/requirements.		Exams preparation	
Receive, and distribute to Heads of Department, forecast/predicted/estimated grade sheets.		Exams preparation	
Receive, download and distribute to Heads of Department, coursework/controlled assessment mark sheets.		Exams preparation	
Resolve exam clashes (timetable variations).	 	Exams preparation	
Organise supervision of clash candidates: <ul style="list-style-type: none"> • overnight supervision 	 	Exams preparation	

Monthly task manager: March









Entries for GCE, principal learning, functional skills and project are made in March. There is also the opportunity to make withdrawals/amendments to GCSE entries following the confirmation of entries by the awarding organisations. You will also receive results from the January exams by A2C or via awarding organisation secure extranets and be able to make any re-sit entries.


You may be running GCSE exams in March and need to ensure all preparations are in place. You will also need to finalise your invigilation arrangements for May and June.

You may also need to be aware of practical assessments, controlled tests, MFL speaking tests or moderation visits taking place – check whether you have a role in these activities.








Be prepared for and understand JCQ Inspection.

June series

Activity	Demand on time	Reference	
Make final entries e.g. GCE, principal learning, functional skills, project. <i>Deadline: See key dates calendar</i>		Entries	
Receive feedback information from awarding organisations, including confirmation of final entries and warning notices. Check for and resolve discrepancies.		Entries	
Distribute entry statements to candidates, produced via either your MIS or by the awarding organisations.		Entries	
Process late entries, amendments and withdrawals.		Entries	
Check whether your centre has any transferred candidate requirements.		Entries	
Window for GCE MFL speaking tests.		Exams time	
Begin planning to receive exam materials.		Exams preparation	





Final date to process applications for access arrangements (GCSE, GCE). <i>Deadline: See key dates calendar</i>		Exams preparation	
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January series

Activity	Demand on time	Reference	
Process results issued by A2C or via awarding organisation extranets. <i>Deadline: See key dates calendar</i>		Results and post-results	
Report results to Heads of Department.		Results and post-results	
Apply for ATS – photocopies. <i>Deadline: See key dates calendar</i>		Results and post-results	
Make EARs. <i>Deadline: See key dates calendar</i>		Results and post-results	
Request late subject awards (cash-ins). <i>Deadline: See key dates calendar</i>		Results and post-results	
Apply for ATS – originals. <i>Deadline: See key dates calendar</i>		Results and post-results	

March series

Activity	Demand on time	Reference	

<p>Prepare systems for:</p> <ul style="list-style-type: none"> • late arrivals • emergencies • malpractice • temporary access arrangements • access arrangements cover sheets • special consideration • problems with papers • on the day entries. 		<p>Exams preparation</p>	
<p>Set up exam rooms.</p>		<p>Exam days</p>	
<p>Run exams.</p>		<p>Exam days</p>	
<p>Use yellow label service to dispatch exam scripts.</p>		<p>Exam days</p>	











Monthly task manager: April



In April you will begin to receive confidential materials for summer exams. Some need to be distributed and others kept in safe storage. You also need to resolve any clashes and prepare candidate timetables and seating plans.

Coursework/controlled assessment mark sheets will need to be distributed to Heads of Department. Some practicals, speaking and listening tests may also take place.



There may also be activities regarding post-results services for the January and March exams.

June series






Activity	Demand on time	Reference	
Receive feedback from awarding organisations, including confirmation of entries and warning notices. Check for and resolve discrepancies.		Entries	
Distribute entry statements to candidates, produced either via your MIS or by the awarding organisations. Distribute Seating plan folder to Form tutors.		Entries	
Process late entries, amendments and withdrawals.		Entries	
Final date for requesting transferred candidate arrangements. <i>Deadline: See key dates calendar</i>		Exams preparation	
Window for GCE MFL speaking tests.		Exam time	
Prepare exam timetable.		Exam preparation	
Resolve exam clashes (timetable variations).		Exam preparation	
Prepare seating plans.		Exam preparation	
Receive, check and securely store all exam materials.		Exam preparation	

Securely issue any advance/pre-release materials.		Exam preparation	
Receive, download and distribute to Heads of Department, forecast/predicted/estimated grade sheets.		Exam preparation	









June series continued



Prepare candidates for exam and results procedures.		Exam preparation	
Publish exam timetables to staff, candidates and parents.		Exam preparation	

January series

Activity	Demand on time	Reference	
Make EARs. <i>Deadline: See key dates calendar</i>	 	Results and post-results	
Request late subject awards (cash-ins). <i>Deadline: See key dates calendar</i>		Results and post-results	
Apply for ATS – originals. <i>Deadline: See key dates calendar</i>		Results and post-results	

March series

Activity	Demand on time	Reference	
Prepare for issue of results.	 	Results and post-results	
Prepare for post-results services.	 	Results and post-results	
Process results issued by A2C or via awarding organisation extranets. <i>Deadline: See key dates calendar</i>	 	Results and post-results	
Report results to Heads of Department.		Results and post-results	

<p>Make EARs.</p> <p><i>Deadline: See key dates calendar</i></p>		<p>Results and post-results</p>	
<p>Apply for ATS – originals.</p> <p><i>Deadline: See key dates calendar</i></p>		<p>Results and post-results</p>	

Monthly task manager: May





















Final preparations for summer exams are completed in May and the exams themselves begin. Rooms and invigilators must be available and candidates must understand where they need to be. Prepare for special consideration applications and deal with any irregularities that may occur. Make sure you have all the JCQ documentation and notices to hand.

Meet regularly with your invigilation team to check that exams are running smoothly and all incidents are being recorded.

Make a note of the deadlines for post-results services for March exams.




Be prepared for and understand JCQ Inspection.

June series



Activity	Demand on time	Reference	
Window for GCE MFL speaking tests. Liaise with MFL external examiners of dates for speaking tests.	 	Exam time	
Receive, and distribute to Heads of Department forecast/predicted/estimated grade sheets.	  	Exam preparation	
Receive, download and distribute to Heads of Department, coursework/controlled assessment mark sheets.	  	Exam preparation	
Collate and submit forecast/predicted/estimated grade sheets.	 	Exam preparation	
Collate and submit coursework/controlled assessment marks and samples.	 	Exam preparation	
Receive, check and securely store all exam materials.	  	Exam preparation	
Brief centre staff on exam procedures/requirements.	 	Exam preparation	
Securely issue advance/pre-release materials.	 	Exam preparation	

Set up exam rooms.		Exam days	
Organise supervision of clash candidates: <ul style="list-style-type: none"> overnight supervision 		Exam days	




June series continued

Prepare systems for: <ul style="list-style-type: none"> late arrivals emergencies malpractice temporary access arrangements access arrangements cover sheets special consideration problems with papers on the day entries. 		Exam days	
Run exams.		Exam days	
Use yellow label service to dispatch exam scripts		Exam days	

January series

Activity	Demand on time	Reference	
Issue certificates. <i>Deadline: See key dates calendar</i>		Results	

March series









Activity	Demand on time	Reference	
Make EARs. <i>Deadline: See key dates calendar</i>		Results and post-results	
Apply for ATS – originals. <i>Deadline: See key dates calendar</i>		Results and post-results	



Monthly task manager: June

Summer exams are in progress. Rooms and invigilators need to be available and candidates must understand where they need to be. Make sure that you or your invigilators double check that all exam scripts are accounted for, and that all attendance registers are completed correctly before dispatching scripts.

Prepare for special consideration applications and deal with any irregularities that occur.

June series

Activity	Demand on time	Reference	
Prepare systems for: <ul style="list-style-type: none"> • late arrivals • emergencies • malpractice • temporary access arrangements • access arrangements cover sheets • special consideration • problems with papers • on the day entries. 		Exam preparation	
Brief centre staff on exam procedures/requirements.		Exam preparation	
Receive, check and securely store all exam materials.		Exam preparation	
Securely issue advance/pre-release materials.		Exam preparation	
Set up exam rooms.		Exam days	
Organise supervision of clash candidates: <ul style="list-style-type: none"> • overnight supervision. 		Exam days	
Run exams. Year 10 Mocks are also running.		Exam days	

Use yellow label service to dispatch exam scripts		Exam days	
Prepare for issue of results.		Exam days	

Monthly task manager: July

July is your opportunity to catch up on any administrative tasks that need to be completed. You can start by reviewing the summer's exams and producing a report/review for senior staff in your centre. You may want to update your centre's exams policy with any new working practices that have been developed.

You may also need to resolve any issues identified through JCQ Inspection.









The awarding organisations may contact you with queries regarding exam papers or coursework/controlled assessment. Make sure someone is on hand to deal with enquiries. Coursework/controlled assessment work may also be returned from moderators – this and all other candidates' work should be securely stored until after the deadlines for EARs and outstanding appeals.

You can also begin preparations for results day(s) and post-results services.

This is a good time to meet with Heads of Department to start to gather data/ information on qualifications for next year.

Identify your centre's archiving policy and determine the exam information that needs to be retained.

June series


Activity	Demand on time	Reference	
Prepare for issue of results.	 	Results	
Prepare post-results services.	 	Results	
Process Special considerations	 	Planning	
Process intention to enter documents for awarding organisations.		Planning	

November series

Activity	Demand on time	Reference	

Process estimated entries information for awarding organisations.		Planning	
Securely issue advance/pre-release materials.		Exam preparation	

January series

Activity	Demand on time	Reference	
Process estimated entries information for awarding organisations.		Planning	









Monthly task manager: August

In August you will receive exam results. A lot of preparation is required to ensure results day runs smoothly. Ensure you resolve any missing or incomplete results (MIRs) when you receive results by A2C or via awarding organisation extranets.

Candidates must understand the process for receiving their results on results day.

You can prepare much of the post-results services information in advance so it is easily accessible to candidates when they need it.

June series

Activity	Demand on time	Reference	
Process results issued by A2C or via awarding organisation extranets. <i>Deadline: See key dates calendar</i>		Results	
Report results to Heads of Department. Liase with CLS/ CMA on results stats.		Results	
Make applications for priority service 2 EARs. <i>Deadline: See key dates calendar</i>		Results	
Apply for ATS – photocopies. <i>Deadline: See key dates calendar</i>		Results	
Make EARs. <i>Deadline: See key dates calendar</i>		Results	
Request late subject awards (cash ins). <i>Deadline: See key dates calendar</i>		Results	
Apply for ATS – originals. <i>Deadline: See key dates calendar</i>		Results	

CONTINGENCY PLANNING

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at St Bernard's High School. By outlining actions/procedures to follow in case of disruption, it is intended to mitigate the impact these disruptions have on our exam process.

At all times, the Examinations Officer, Assistant Head Teacher who line manages exams will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.

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 and the **JCQ** Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

- This plan also confirms that St. Benard's High School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2020-21) that the centre has 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.

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (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. Usually deadline around – 31 September
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines. Usually deadline around – 31 October
 - sufficient invigilators not recruited and trained. Usual deadline around – 28 February
- *Entries*
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff. Usually deadline around – 10 October
 - candidates not being entered with awarding bodies for external exams/assessment. Usually deadline around – 31 January
 - awarding body entry deadlines missed or late or other penalty fees being incurred. Usually deadline around – 21 February

- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared. Usually deadline around – 28 April
 - candidates not briefed on exam timetables and awarding body information for candidates. Usually deadline around – 28 April
 - 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. Usually deadline around – 1 May
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies. Usually deadline around – 23 June or 7 days after students last exam.
 - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration. Usually deadline around – 23 June or 7 days after students last exam.
 - candidates' scripts not dispatched as required to awarding bodies. Usually deadline – 3 working days from request
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates. Deadline – Results day
 - the facilitation of the post-results services. Usually deadline around – 20 September

Centre actions:

- Assistant Head Teacher to assume responsibility for the above tasks.

2. SENCO extended absence at key points in the 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. Usually deadline around – 31 January
 - evidence of need and evidence to support normal way of working not collated. Deadline - ongoing
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body. Usually deadline around – 31 March
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms. Usually deadline around – 31 March

Centre actions:

- The Examinations Officer and Assistant Head Teacher to work with SENCO to identify students where applications for access arrangements may be required. The employment of outside

agencies/professionals may be required and the Examinations Officer will organise for this to occur. During the exam period, Assistant Head Teacher and Examinations Officer will direct learning support.

3. Teaching staff extended absence at key points in the 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
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- The Examinations Officer to liaise with acting Head of Department and/or SLT, if necessary to ensure all necessary deadlines are met. Where this is not possible, the EO will liaise with the relevant Awarding Body and act upon advice received.

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:

- The Examinations Officer and the Assistant Head Teacher will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- Admin Staff will also do the training for invigilation at the start of each academic year.
- The EO will be aware of the school staff available for invigilation duties at short notice and for peak exam days. Examinations Officer and Assistant Head Teacher carry out risk assessments and determine invigilation needs and possible problems which can occur. This to be done weekly during actual exam cycle.

5. Exam rooms - lack of appropriate rooms or main venues 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 expected incident at exam time

Centre actions:

- The EO will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately.
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The Assistant Head Teacher will work with the EO at all times during such emergencies.

6. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Centre actions:

- The EO, in consultation with the Assistant Head Teacher and IT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the AB. At all times during the system failure the EO will liaise with the AB to minimise disruption and costs incurred.

7. Emergency evacuation of the exam room

Criteria for implementation of the plan

- Fire Alarm goes off
- Evacuation due to a fire, hurricane, bomb attack, chemical exposure or floods

Centre actions

- EO, invigilators, Assistant Head Teacher and SENCO ensure safe exit of students following the emergency evacuation procedures
- EO to contact the Awarding bodies
- EO and Assistant Head Teacher with SLT consultation liaise with local councils to organise alternative accommodation

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:

- SLT to manage all such incidents
- In the event of severe weather (snow), the exams will still take place and announcements communicated by letter, radio, text messages to students. Even if the school is closed, we will still endeavour to hold the exams as scheduled.

9. Centre at risk of being unable to open as normal during the examination period

Criteria for implementation of the plan

- Centre at risk of being unable to open as normal for scheduled examinations

**In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body 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.*

Centre actions:

- The EO will contact the relevant AB to discuss alternative arrangements/alternative venues and liaise with the Assistant Head Teacher /SLT to take appropriate action.
- St Helen's Primary School have agreed to work as St Bernard's venue if we are unable to open. The address is: North Road, Westcliff-on-Sea, SS9 7AY
Size of hall 189m2 and Studio 189m2
2nd alternative arrangement has also been made with Methodist Church, Avenue Baptist Church, 13 Avenue Terrace, Westcliff-on-Sea, Southend on-sea, SS0 7PL
Smaller hall at the back to be used in any contingency measures
- Assistant Head Teacher to ensure students and parents aware of our new arrangements.
- Examinations Officer to ensure invigilation is covered and new arrangements communicated.

10. Candidates at risk of being unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates at risk of being unable to attend the examination centre to take examinations as normal

Centre actions:

- The EO will contact the relevant AB to discuss alternative arrangements and liaise with the Assistant Head Teacher r /SLT to take appropriate action.
- Examinations Officer and Assistant Head Teacher to ensure parents and students are fully informed of any decisions as they are taken.
- Examinations Officer to apply for special considerations as applicable.

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

- EO to contact relevant AB to arrange alternative delivery of examination papers.

12. Disruption to transporting completed examination scripts

Criteria for implementation of the plan

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

Centre actions:

- The EO will contact the AB to notify them of any such difficulties and put in place suitable alternative arrangements. All papers will be kept secure until collected.

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:

- The EO will contact the AB to notify them of any such incidents and act upon advice given JCQ Form 15.

14. Centre unable to distribute results as normal

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:

- The EO will contact the IT and AB to notify them of any such incidents and act upon advice given.
- SLT to decide alternative venue if appropriate.
- EO to arrange posting of results.

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance:

Covid specific guidance:

When drafting contingency plans, you should consider the following guidance:

- [actions for schools during the coronavirus outbreak](#) from the Department for Education in England
- [actions for FE colleges and providers during the coronavirus outbreak](#) from the Department for Education in England
- [responsibility for exams](#) from the Department for Education in England
- [vocational, technical and other general qualifications in 2022](#) from Ofqual (regulator)
- [GCSE, AS and A level qualifications in 2022](#) from Ofqual (regulator)
- [education and childcare: coronavirus](#) from Welsh Government
- [Qualifications Wales homepage](#) from Qualifications Wales (regulator)
- [coronavirus \(COVID-19\): guidance for school and educational settings in Northern Ireland](#) from Department of Education in Northern Ireland
- [coronavirus \(COVID-19\) \(information from CCEA\)](#) – information on vocational, technical and general qualifications from CCEA Regulation
- [Guidance for schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)
- [Responsibility for autumn GCSE, AS and A level exam series](#) from the Department for Education in England
- [Action for FE Colleges](#) from the Department for Education in England
- [Public health guidance to support autumn exams](#) from the Department for Education
- [Education and childcare: coronavirus](#) from Welsh Government
- [Covid-19 – guidance for school and educational settings](#) from Department of Education in Northern Ireland

General contingency guidance

- [emergency planning and response](#) 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 closures](#) from NI Direct~~
- [school terms and school closures](#) from NI Direct
- [opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government
- ~~[Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office~~
- [bomb threats](#) procedures for handling bomb threats from the National Counter Terrorism Security Office

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

See also:

- [JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#)

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

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. 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.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's '[Centre emergency evacuation procedure](#)'.
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

After the exam

1. 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.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. 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.

4. Steps the awarding organisation should take

Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. 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/assessments

The governments' view across England, Wales and Northern Ireland is education should continue in 2021 to 2022 with schools remaining open and that examinations and assessments will go ahead in both autumn 2021 and summer 2022.

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 exam timetables.

We will update this page as necessary, with any further relevant links, should national disruption occur.

(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** (updated 30 September 2021)

<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/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

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/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the 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 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body 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 a 'contingency day' for examinations, summer 2022. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland*: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

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

In the event of national disruption to a day of examinations in summer 2022, 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 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.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from **Instructions for Conducting Examinations 2021-2022** <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

This Notice is based on guidance provided within the JCQ Joint Contingency Plan, which is available from the JCQ website: www.jcq.org.uk/exams-office/other-documents/jcq-joint-contingency-plan

In the event of widespread disruption to the examination system, all centres **must** have contingency plans in place. There are three main categories of disruption, which are outlined below.

Candidates at risk of being unable to take examinations – centres remain open

Centres' contingency plans should focus on options that enable candidates to take their examinations. As part of these preparations, centres should take into account the guidance provided in the JCQ publication Instructions for conducting examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

- consider moving the starting times of the examination for all candidates (see **section 6.2** of the JCQ publication Instructions for conducting examinations)
- being aware of the rules for very late arrivals (see **section 21** of the JCQ publication Instructions for conducting examinations).

Wherever possible, it is always in the best interest for candidates to sit the examination. However, if candidates who are unable to sit the examination meet the criteria, special consideration through absence for acceptable reasons is an option (see **Chapter 4** of the JCQ publication A guide to the special consideration process: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>)

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to examinations.

Centres at risk of being unable to open as normal during the examination period

As above, centres' contingency plans must focus on enabling candidates to take their examinations if the centre is at risk of being unable to open as normal.

The responsibility for deciding whether it is safe for a centre to open lies with the head of centre who is responsible for taking advice or following instructions from relevant local or national agencies.

Information on what centres should do if examinations or other assessments are seriously disrupted can be found in the three country regulators' exam system contingency plan:

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

Special consideration through absence for acceptable reasons is also available as an option if all other avenues have been exhausted and candidates meet the relevant criteria.

Please do not hesitate to call the relevant awarding body if you require additional support or guidance in the event of disruption to your examinations.

Disruption to transporting completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts:

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, centres should **contact the relevant awarding bodies** for advice and instructions.
- for examinations where centres make their own collection arrangements, they should **investigate alternative options** that comply with the JCQ publication Instructions for conducting examinations
- completed scripts **must** be stored securely until they are collected.

Summary of centre and awarding body responsibilities

Examination centres are responsible for:

- preparing plans for any disruption to examinations as part of centres' general emergency planning • deciding whether the centre can open for examinations as scheduled and informing relevant awarding bodies if the centre is unable to open
- exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding bodies
- judging whether candidates meet the requirements for special consideration because of any disruption and submitting these requests to the relevant awarding bodies
- assessing their circumstances and liaising with awarding bodies in the event of disruption to the transportation of papers.

Awarding bodies are responsible for:

- ensuring centres receive examination materials for scheduled examinations
- advising centres on possible alternative examination arrangements and declining/approving proposals for alternative examination arrangements
- evaluating and declining/approving requests for special consideration.

Contacting the awarding bodies

In all cases, if there are any concerns, please contact the relevant awarding body for advice:

AQA

0800 197 7162

eos@qa.org.uk

CCEA

028 9026 1212, 028 9026 1293, 028 9026 1425

centresupport@ccea.org.uk

OCR

01223 553998

support@ocr.org.uk

Pearson

0344 463 2535

WJEC

02920 265 077

exams@wjec.co.uk

(JCQ guidance above taken directly from the notice - **Preparing for disruption to examinations** effective from 11 October 2021 www.jcq.org.uk/preparing-for-disruption-to-examinations/)

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations 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

GOV.UK

Emergency planning and response: Severe weather; Exam disruption; Coronavirus (COVID-19)

www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

School organisation: local-authority-maintained schools

www.gov.uk/government/publications/school-organisation-maintained-schools

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

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

Wales

School closures – examinations gov.wales/school-closures-examinations

Opening schools in extremely bad weather; guidance for schools gov.wales/opening-schools-extremely-bad-weather-guidance-schools

Northern Ireland

Exceptional closure days www.education-ni.gov.uk/articles/exceptional-closure-days

Checklist for Principals when considering Opening or Closure of School - exceptional closure of schools

www.education-ni.gov.uk/publications/checklist-exceptional-closure-schools

National Counter Terrorism Security Office

Guidance - Bomb Threats www.gov.uk/government/publications/crowded-places-guidance/bomb-threats