



**THE  
PORTSMOUTH  
GRAMMAR  
SCHOOL**

**The PGS Exam Contingency Plan**

Contents

1. Key staff .....2

2. Head of Exams extended absence at key points in the exam process (cycle).....2

3. Head of Centre/DHA extended absence at key points in the exam process (cycle) .....3

4. Entries .....3

5. Pre-exams – potential issues.....4

6. Exam time – Issues.....4

7. Results and post-results – Issues.....5

8. SENCo extended absence at key points in the exam cycle .....5

9. Teaching staff extended absence at key points in the exam cycle .....6

10. Invigilators - lack of appropriately trained invigilators or invigilator absence .....6

11. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice.....7

12. Failure of IT systems.....7

13. Emergency evacuation of the Exam Rooms (or centre lock-down) .....8

14. Disruption of teaching time in the weeks before an exam – centre closed for an extended period.....8

15. Candidates unable to take examinations because of a crisis – centre remains open .....8

16. Centre unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency) .....9

17. Disruption in the distribution of examination papers.....9

18. Disruption to the transportation of completed examination scripts .....10

19. Assessment evidence is not available to be marked.....10

20. Centre unable to distribute results as normal.....11

Further guidance to inform and implement contingency planning .....12

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

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

This plan complies with JCQ general regulations (section 5.3 *General Regulations for Approved Centres 2020-2021* ) in that:

The centre agrees to “have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior management 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.

### 1. Key staff

Head of Centre (HoC) - Dr Anne Cotton (AKC)

Head of Examinations (HoE) – Mrs Debby Valentine (DKV)

Deputy Head of Examinations (DHoE) – Mrs Sharon Smith (SS)

Deputy Head (Academic) (DHA) – Mr Ben Goad (BCTG)

Deputy Head (Teaching and Education Development) (DHT&ED) – Henry Wiggins (HRW)

Senior Deputy (SenDep) - Mr David Payne (DMLP)

Human Resources Manager (HR) – Mrs Kate Solly (KALS)

Exams Administrator (EA) – Mrs Hilary Dorricott (HAD)

Head of ICT Services (ICT) – Mr Colin Banfield (CJB)

Head of Learning Support – Ms Caroline Smith (CDES) (SENCO) (and in her absence: Delia Curteis (DJC))

School Office Administrator (SOA) (responsible for cover) – Mrs Anna Leimeter

Head (HoC) (Head of Centre) – Dr Anne Cotton (AKC)

Other relevant staff are referred to by their initials in the document

### 2. Head of Exams 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:

- a) Annual data collection exercise – responsibility: Head of Exams (HoE)

*Potential Issue:* information on qualifications and awarding body specifications not delivered

*Solution:* DHoE or DHA as reserve in emergency

- b) Annual exams plan – responsibility: Head of Exams (HoE)

*Potential Issue:* essential key tasks, key dates and deadlines not identified

*Solution:* DHoE takes on role

- c) Organisation of invigilators – responsibility: DHA/DHoE/HR/SENCO

(Details: Recruitment meeting September/October (DHA/DHoE). Recruitment takes place January/February. Training by HoE DHoE and SENCO in April.

*Potential Issues:* sufficient invigilators not recruited and trained.

*Solution:* Staff listed above will cover any administrative issues. (See also section 6.) Teaching staff may cover for invigilators in an emergency

### **3. Head of Centre/DHA extended absence at key points in the exam process (cycle)**

Written escalation process: Criteria for implementation of the plan: key tasks required in the management and administration of the exam cycle not undertaken including:

- a) Head of centre authorisation – responsibility: Head of Centre (AKC)

*Potential Issue:* Head of centre authorisation unable to be completed

*Solution:* DHA takes on role. If DHA is absent this is completed by DHT&ED and in their absence the SenDep

- b) Line management of HoE - responsibility: Deputy Head Academic (DHA)

*Potential Issue:* Key decisions unable to be made

*Solution:* DHT&ED takes on the role and in their absence the SenDep

(DHA Ben Goad: 07850 601808)  
(DHT&ED Henry Wiggins: 07790 225173)  
(SenDep David Payne: 07738 958307)

### **4. Entries**

1. Awarding bodies should be informed of early/estimated entries by 10 October. This prompts the release of early information required by teaching staff. (Most do not require

but those who do will request info via e-mail.) If this information is not forthcoming, HoE should contact relevant staff and pass on information gained.

2. Candidates should be entered into examinations with the appropriate awarding bodies for external exams/assessment. If this is not done properly, the HoE (with DHoE in reserve) should contact relevant staff and complete the task.
3. Candidates should be entered on time without late or other penalty fees being incurred. HoE and DHoE are responsible for ensuring this and following up on omissions. Final entry dates are 4th October for November GCSE re-sits, 20th October for IGCSE January re-sits and 21st February for the main May/June exams (all Boards, all levels)
4. In exceptional cases, where an additional exam season has been introduced in the calendar for any reason (for example - Autumn exams), closing dates and times of examinations may vary and HoE and DHoE should ensure that these are noted and acted on.

## **5. Pre-exams – potential issues**

1. Exam timetabling, rooming allocation and invigilation schedules not properly prepared with relevant information available by mid-February. If not completed properly or on time, the HoE is responsible for rectifying this. The DHoE to deputise.
2. Candidates not briefed on exam timetables and awarding body information for candidates. The Head of Upper School (FEAB) is responsible for ensuring that this is done (to be deputised by Heads of Year 9 and 10 (ASCC/GJR) if unavailable). A copy of official JCQ documentation sent via e-mail by HoE
3. Confidential exam/assessment materials and candidates' work not stored under required secure conditions. DHA to ensure that depts. are compliant with regulations regarding storage (AHT&L) if unavailable.
4. Internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators. EA is responsible for distributing requests for marks. (If unavailable this should be done by HoE). Postal requests for samples should be passed on by HoE (with DHoE in reserve); email alerts to HoE may need redirection to DHoE if HoE absent. ICT to action the redirection of emails.
5. Invigilators not trained or updated on changes to instructions for conducting exams

## **6. Exam time – Issues**

- 1) Exams/assessments not taken under the conditions prescribed by awarding bodies – ICE documents need checking annually and any new instructions implemented. HoE to coordinate during autumn term. DHoE to deputise.

- 2) Required reports/requests not submitted to awarding bodies during exam/assessment periods:
  - a) very late arrival has to be submitted within 7 days by HoE (DHoE deputising)
  - b) suspected malpractice has to be submitted immediately when discovered by HoC/DHA
  - c) Special Consideration submissions should be completed within the exam period by HoE (DHoE deputising)
  - d) If candidates' scripts are not dispatched as required to awarding bodies, then if the delay is more than 24 hours the relevant exam board is to be informed by HoE/DHoE/EA

## **7. Results and post-results – Issues**

Access to examination results affecting the distribution of results to candidates –

1. If there is a problem with format from the school system then results documentation must be accessed directly from all relevant exam boards (HoE/DHoE)
2. If there is an IT failure then assistance must be requested from another centre; (HoC/DHA)
3. If the school is closed then assistance must be requested from another centre (HoC/DHA)
4. The facilitation of the post-results services is the responsibility of the HoE/DHoE ; if neither available then DHA to contact exam boards for assistance

### **Centre actions:**

As clarified in the above plan at each point.

## **8. 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**

1. Candidates not tested/assessed in order to identify potential access arrangement requirements
2. Centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
3. Evidence of need and evidence to support normal way of working not collated

### **Pre-exams**

1. Approval for access arrangements not applied for to the awarding body
2. Centre delegated arrangements not put in place
3. Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline

4. Staff (facilitators) providing support to access arrangement candidates not allocated and trained

**Exam time**

1. Access arrangement candidate support not arranged for exam rooms

**Centre actions:**

1. All the above to be covered by other staff within Learning Support dept. Access arrangements can be applied for by HoE if SENCo absent. Training can be provided by DHoE if SENCo absent. Assistance/advice available from HoE/DHA or by Learning Support Administrator (Mrs T Tredray TPT)

**9. Teaching staff extended absence at key points in the exam cycle**

**Criteria for implementation of the plan**

Key tasks not undertaken including:

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

**Centre actions:**

- 1) HoE to pass requests to HoDs at earliest possible convenience. HoE to log returns and notify DHA of any missing forms. HoE to liaise with individual Examining Boards re any late entries. Missing or delayed information to be dealt with by DHA who will delegate tasks to other members of a department. DHA to ensure that candidates are informed of centre assessed marks as per the school policy

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

**Criteria for implementation of the plan**

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

**Centre actions:**

1. Potential shortages to be identified in Autumn term
2. Recruitment of more than sufficient invigilators to be arranged by HoE, DHoE and HR in January/February. Training given by HoE (non-attendance by newly recruited invigilators would result in them not being used) and SENCo; any urgent daily shortfall to be covered using teaching staff (if required) using the School Office Administrator (SOA) responsible for cover with direction from DHA.

**11. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

**Criteria for implementation of the plan**

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

**Centre actions:**

1. Usually dealt with at initial planning stage by HoE; DHA/SSS (and DPA) to identify alternative rooms within the centre and re-room classes (if necessary) at short notice. If Old Gym becomes unavailable at short notice then Sports Hall could be used. Rooms available (with capacity): Old Gym (160), Gate House (140), BCSCLT (40), No.10 Boardroom (5), No. 10 Medical exam room (5), Sports Hall (300+)

**12. Failure of IT systems**

**Criteria for implementation of the plan**

1. MIS system failure at final entry deadline
2. MIS system failure during exams preparation
3. MIS system failure at results release time

**Centre actions:**

1. IT network team to provide alternatives. Head of ICT services or deputy to confirm availability and provide contact details in case of emergency during results days.

(Head of IT Services Colin Banfield. 023 9236 4210)

(Network Manager Trevor Barker: 07738 958315)

(Database Manager Anthony Moody: 07840 866777)

Exam boards to be informed of potential problems if exam entry deadline not possible.

### **13. Emergency evacuation of the Exam Rooms (or centre lock-down)**

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

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

#### **Centre actions:**

1. Invigilators, HoE and DHoE to ensure that they are familiar with evacuation procedures and that these are carried out accordingly
2. Special consideration to be applied for after any incident
3. Evacuation procedures to be trialled during the mock period in January

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

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

1. 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

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.

[Joint Contingency Plan (JCP) scenario 1]

#### **Centre actions:**

1. To be dealt with by SMT (DHA/HoC). It is the Centre's responsibility to prepare pupils as usual for examinations. Alternative venues to be sourced and plans put in place to facilitate alternative methods of learning.

### **15. Candidates unable to take examinations because of a crisis – centre remains open**

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

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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

#### **Centre actions:**



1. If a crisis is such that candidates are unable to reach the centre on time due to a difficult situation, then we would need to review on the day and either arrange collection of candidates or consult with the Exam Board for advice with regard to Special Consideration for absence. HoE and DHA to coordinate.

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

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

1. Centre unable to open as normal for scheduled examinations

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

### **Centre actions:**

1. To be dealt with by SMT (DHA/HoC); links to be set up with nearby viable facilities; perhaps using Hilsea facility or University facilities. Possible local facilities (with capacity) [and contact details]: Upper Junior School – two halls (50 in each) [Jason Ashcroft, [j.ashcroft@pgs.org.uk](mailto:j.ashcroft@pgs.org.uk)], Cathedral House (?) [Liz Snowball, [Liz.Snowball@portsmouthcathedral.org.uk](mailto:Liz.Snowball@portsmouthcathedral.org.uk) 02392 892963], Hilsea (50), University of Portsmouth (?) [Fiona Bell, [fiona.bell@port.ac.uk](mailto:fiona.bell@port.ac.uk)]
2. DHA to inform all candidates of the JCQ Examinations Contingency Day (29 June 2021) at the start of the academic year
3. HoE to confirm with awarding bodies if the exam contingency day is to be used
4. HoE to contact all relevant candidates if an exam is to be rescheduled to the exam contingency day

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

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

1. Disruption to the distribution of examination papers to the centre in advance of examinations

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

### **Centre actions:**

1. Use of fax/email/key materials area of secure websites of relevant board in order to access emergency papers – most boards are set up to deal with such emergencies. DHoE to have own log in. HoE to arrange for DHA to have own log in
2. Copies of papers should be received, made and stored under secure conditions and should have plans in place to facilitate such an action

3. As a last resort, and in close collaboration with centres and regulators, awarding organisations to consider scheduling of examinations on an alternative date.

## **18. Disruption to the transportation of completed examination scripts**

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

1. Delay in normal collection arrangements for completed examination scripts/assessment evidence. The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

### **Centre actions:**

1. If this occurs due to the Post Office being unable to collect, then a member of school staff should be entrusted with this role; if this is because of a postal strike then couriers to be used. (The school has an account with DHL for the transportation of IB scripts already). Alternative dispatch options should comply with the requirements detailed in the JCQ Instructions for Conducting Examinations. Papers must be stored securely until collection.

## **19. Assessment evidence is not available to be marked**

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

1. Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

2. Completed examination scripts/assessment evidence does not reach awarding organisations

### **Centre actions:**

1. If coursework is missing or lost, then this should be reported to the Exams Office (HoE/DHoE) asap so that an application can be made for Special Consideration: to this end it is important that records are kept of marked work. Where marks cannot be generated by Awarding Bodies, candidates may need to retake affected assessment in a subsequent assessment series.
2. If coursework/examination scripts do not reach Awarding Bodies, we will only be aware of this after they have contacted us. We will have proof of dispatch from our internal records, and this information should be passed to the Awarding Body concerned immediately so that a track and trace process can commence. Where possible, copies of coursework can be re-sent.

(It may be advisable for Art and D&T pieces to be photographed at regular intervals during development and as a final record and for any written work to be copied (if handwritten) or saved securely if word processed.)

## **20. Centre unable to distribute results as normal**

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

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

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

### **Centre actions:**

1. If due to the MIS (iSAMS) being unable to produce correct format then copies of results documentation to be downloaded from each Exam Board; if this is due to IT failure within school, then an alternative venue to be sought i.e. another centre; if due to unexpected school closure then results sheets need to be taken to an alternative venue to be determined by the Head of Centre (HoC or DHA)

**Causes 7-13** – all scenarios, criteria and specific communications have been taken directly from the Joint Contingency Plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

### **Associated documents**

1. See below for external documents
2. The PGS Internal Appeals Policy
3. The PGS Additional Educational Needs (AEN) and Disabilities Policy - Senior School
4. The PGS Non-Examination Assessments policy

## Further guidance to inform and implement contingency planning

### GOV.UK

Emergency planning and response Severe weather Exam disruption

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts: yellow label service

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>

Statutory guidance on school closures

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

### Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<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>) (updated 01 October 2020)

In drafting contingency plans, the School will consider the following guidance:-

#### 1.1 OfQual Covid specific guidance:

- [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

#### 1.2 General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [Opening and closing 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
- [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.

## JCQ

General regulations for approved centres <http://www.jcq.org.uk/exams-office/general-regulations>

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

Guidance notes concerning transferred candidates <http://www.jcq.org.uk/exams-office/online-forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

## Contingency planning

The qualifications regulators, awarding bodies and government departments responsible for education have prepared and agreed a Joint contingency plan for the examinations system in case of wide-scale disruption as a result of a flu pandemic, adverse weather conditions or other event. The joint contingency plan is designed to ensure consistency of response in the event of major disruption to the examinations system (which includes assessments), affecting significant numbers of candidates.

As at 01 October 2020 and following the COVID pandemic, the governments' view across England, Wales and Northern Ireland is education should continue in 2020/21 with schools remaining open and that examinations and assessments will go ahead in both autumn 2020 and summer 2021.

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.

In addition, and notwithstanding specific COVID requirements, 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.

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.

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.

Assuming the 2021 exam season goes ahead as originally planned, the awarding bodies will designate a “contingency day” for examinations. This is consistent with the qualification regulators’ document Exam system contingency plan: England, Wales and Northern Ireland. However, this date has yet to be announced.

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

In the event that there is national disruption to a day of examinations in summer 2021, the awarding bodies will liaise with the qualification regulators and the DfE 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 on 29 June 2021. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling 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.

The Joint contingency plan for the examination system in England, Wales and Northern Ireland may be downloaded from the Ofqual website:

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

[Taken directly from JCQ Instructions for conducting examinations

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

**Allocation of Tasks**

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Head of Exams	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of Exams	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head of Exams	As required, and at least termly
Reviewing input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Head of Exams	As required, and at least annually
Formal annual review	Deputy Head (Academic)	Annually

**Version Control**

<b>Date Approved</b>	10.12.20 (SMT)
<b>Date Reviewed</b>	23.11.20 (Senior Teachers)
<b>Next Review Date</b>	Autumn Term 2021 (Senior Teachers)
<b>Policy author (SMT)</b>	Deputy Head (Academic)
<b>Status</b>	JCQ Requirement
<b>Report</b>	Academic and Educational Report