



GUISELEY SCHOOL

Escalation Policy

Approved on:	November 2023
Last Reviewed:	January 2024
Review Date:	January 2025
Governors' Committee:	Curriculum, Standards and Effectiveness
Responsible Officer:	Deputy Headteacher – Curriculum

Key staff involved in the policy.

Role	Name(s)
Head of Centre	Paul Clayton Head teacher
Deputy Head	Steve Vasey Director Exams & Assessment
Exams Officer	Ray Allen Exams Officer
Senior leader(s)	P Carney Deputy Head Teacher, S Vasey Deputy Head Teacher, K Cook Assistant Head, C McGirr Assistant Head, R Probert Assistant Head, R Wood Assistant Head, H Ogden Assistant Head, S Gadd Director of Sixth Form
IT manager	Andrew Mathieson Network Manager

Purpose of the process

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Guiseley School has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

This process confirms the main duties and responsibilities to be escalated.

This process also supports Guiseley School being able to confirm to an awarding body the external governance arrangement so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to Mr Steve Vasey Director Exams & Assessments.

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations.
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework.
- Instructions for conducting non-examination assessments.
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Third party arrangements
- Centre status
- Confidentiality
- Communication
- Recruitment, selection, training, and support
- External and internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework, and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
 - Additional JCQ publication for reference:
 - JCQ Centre Inspection Service Changes
- Policies available for inspection

Specific JCQ publications for reference:

- General Regulations for Approved Centres (section 5)
 - Instructions for conducting examinations (section 25)
 - Access Arrangements and Reasonable Adjustments (section 5)
 - Personal data, freedom of information and copyright
- Additional JCQ publication for reference:

- Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to

Steve Vasey Deputy Headteacher & Director Exams & Assessments Kirsty Cook Assistant Headteacher

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1-15)
- Access Arrangements and Reasonable Adjustments (sections 6-8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
 - Additional JCQ publications for reference:
 - Key dates
 - Guidance Notes for Transferred Candidates
 - Alternative Site guidance notes
 - Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work (including ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Additional JCQ publication for reference:
 - Guidance Notes – Centre Consortium Arrangements
- Candidate information
 - Additional JCQ publications for reference:
 - Information for candidate's documents
 - Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to

Steve Vasey Deputy Headteacher & Director Exams & Assessments Kirsty Cook Assistant Headteacher

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)

- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments
 - Additional JCQ publication for reference:
 - Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

After examinations (Results and Post-Results)

- As a contingency to enable the prompt handling of urgent issues only, the centre responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. The head of centre will ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself (GR 5.3)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to

Steve Vasey Deputy Headteacher & Director Exams & Assessments Kirsty Cook Assistant Headteacher

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results
 - Additional JCQ publication for reference:
 - Release of Results notice
- Post-results services and appeals
 - Additional JCQ publications for reference:
 - Post-Results Services (Information and guidance to centres)
 - JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

Step 1- Further information

Policy title	Escalation Policy (Exams)
Person responsible for carrying out the assessment	Ray Allen Exams Officer
New or previously approved policy?	Previously approved policy
Date of approval / last review (if known)	27/11/23

Step

2 – Further information

1. Who is responsible for the policy that is being assessed?	Mr Steve Vasey Director Exams & Assessments Mr R J Allen Exams Exam’s Officer Ms Kirsty Cook Assistant Headteacher
2. Describe the main aims, objectives, and purpose of the policy	This policy details the measures to be taken at Guiseley School in the event of that matters should escalate beyond the exams office.
3. Are there associated objectives of the policy? If so, please explain.	To document the escalation process; and explain the circumstances when and where matters might escalate beyond the exams office and to whom matters should be escalated. In the first instance this would be Ray Allen Exams Officer. Provides a focus to behaviours before, during and after the exam. Inform and support the school’s workforce. Promote understanding of roles and responsibilities of centre staff in the lockdown process. To ensure all exams & assessments are conducted in accordance with Joint Council for Qualifications (JCQ) regulations, guidance & instructions.
4. Who is expected to benefit from this policy?	Exam candidates, parents/carers and all relevant SLT, staff; invigilators.
5. Who was consulted on this policy?	The Joint Council for Qualifications Relevant Examination Boards: AQA; Pearson Edexcel; OCR and WJEC. The Exams Office www.theexamsoffice.org Guiseley School Senior Leaders
6. How has the policy been explained to those who would be directly or indirectly affected by it?	Escalation Policy will be notified to Senior Leaders; all staff, invigilators, parents/carers, and students via the Guiseley School website.
7. What outcome(s) are meant to be achieved from this policy?	To ensure “the integrity & security of the examination/assessment system is maintained at all times and is not brought into disrepute”. Provide a clear focus to the actions required by SLT staff, invigilators in the event of a that exams related matters escalate beyond the exam’s office. Centre staff: invigilators to understand the process and what is expected of them.
8. What factors could contribute to the outcome(s)?	An effective; efficient management and administration of exams matters by the Exams Data Manager, Exams Officer & External Invigilators, supported by Senior Leadership & Teaching staff at Guiseley School.

9. What factors could detract from the outcome(s)?	Failure to read, understand and observe the processes set out in this exams policy.
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Step 3 – Assess the impact on different groups of people.

Equality Target Group	Positive impact	Negative impact	Neutral impact	Reasons / comments
Men	Yes			
Women	Yes			
People from black and minority ethnic communities	Yes			
Disabled people	Yes			Policy significantly relevant.
Gay, Lesbian and Bisexual People	Yes			
Transgender people	Yes			
Disadvantaged / Pupil Premium Students	Yes			
Older people (50+)	Yes			
Younger people (17 – 25)	Yes			
Faith or belief groups	Yes			

Step 4 - Promoting equality.

10. Please give a brief description of how this policy promotes equality.	The promotion of SMSC includes equality of rights, equality of opportunity and valuing race equality.
11. If there is no evidence that the policy promotes equality, what changes, if any, could be made to achieve this?	n/a
12. If there is a negative impact on any equality target groups, can this impact be legally and objectively justified? <i>(If no, then a full Equality Impact Assessment should be completed).</i>	n/a

Step 5 – Recommendation

13. Is a full Equality Impact Assessment required?	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>
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