PPS EXAMS POLICY

Phoenix Private School, Doha – **For all staff, pupils and relevant parents/ carers**

Effective Date: September 2026

Approved By: Principal / Head of Centre

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School Provision: English National Curriculum, FS1 – Year 9

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Important scope statement: Phoenix Private School does not currently administer external examinations or offer externally examined qualifications. This policy governs the school's internal tests, examinations and other assessment activities. It does not establish procedures for external awarding-body entries, external results, certificates or post-results services.

1. Purpose and Scope

The Phoenix Private School (PPS) is committed to ensuring that assessment is purposeful, fair, consistent, inclusive and used to improve learning. Assessment provides teachers, pupils, leaders and parents/carers with information about what pupils know, understand and can do, and helps identify appropriate next steps.

This policy establishes a consistent framework for planning, administering, marking, moderating, recording and reviewing internal examinations and assessments across the school's English National Curriculum provision from FS1 to Year 9.

Phoenix does not currently administer external examinations or offer externally examined qualifications. References in this policy to examinations therefore mean internal school examinations or tests conducted under formal conditions, unless otherwise stated.

This policy should be read alongside the school's relevant assessment, teaching and learning, inclusion, safeguarding and child protection, behaviour, attendance, complaints, data protection, educational visits and emergency procedures. Where applicable, Ministry of Education and Higher Education (MoEHE) requirements and other relevant Qatar regulations take precedence over any inconsistent internal procedure.

2. Principles of Assessment

Assessment at Phoenix supports the school's vision of developing successful learners, confident individuals, responsible citizens and effective contributors. It should reflect the school's values and commitment to learning, wellbeing and development.

 Purposeful: assessment is planned to inform teaching, identify misconceptions and determine next steps.

 Valid and reliable: tasks are aligned with curriculum intent and measure the knowledge or skills they are designed to assess.

 Consistent: staff use shared criteria, mark schemes and moderation to support comparable judgements across classes and year groups.

 Inclusive: pupils are given equitable opportunities to demonstrate learning, with reasonable adjustments where appropriate.

 Developmental: feedback identifies strengths and actionable next steps in language pupils can understand.

 Proportionate: assessment workload is purposeful and avoids unnecessary duplication.

 Secure and ethical: assessment materials, pupil work and results are handled confidentially, and academic honesty is promoted.

 Evidence-informed: leaders and teachers use assessment information alongside classroom evidence, books, pupil voice and professional judgement.

3. Roles and Responsibilities

3.1 Principal

 Has overall accountability for implementation of this policy and for ensuring that assessment practices are fair, safe and effective.

 Approves the policy and significant changes to assessment arrangements.

 Ensures that appropriate staffing, training, time and resources are available.

 Oversees serious incidents, suspected malpractice, appeals and significant assessment-related complaints.

 Ensures assessment information contributes to school improvement and is used responsibly.

3.3 Senior Leadership Team and Phase Leaders

 Ensure assessment procedures are applied consistently in their areas of responsibility.

 Monitor the quality of assessment tasks, feedback, marking and use of assessment information.

 Review attainment and progress, including the progress of groups and pupils requiring additional support or challenge.

 Ensure assessment arrangements support pupil wellbeing and do not create unnecessary or disproportionate pressure.

 Escalate concerns about security, fairness, access arrangements or data accuracy.

3.4 Heads of Department / Subject Leaders

 Plan subject assessments that align with curriculum coverage, learning objectives and age-related expectations.

 Provide or agree assessment criteria, mark schemes and exemplars where appropriate.

 Lead standardisation and moderation within their subject or phase.

 Check that assessment results are recorded accurately and used to adapt teaching.

 Ensure assessment materials are stored securely and that pupils receive appropriate feedback.

3.5 Teachers

 Use a suitable range of formative and summative assessment strategies.

 Explain the purpose, format and expectations of assessments to pupils in an age-appropriate way.

 Maintain accurate records and provide timely, constructive feedback.

 Identify misconceptions, gaps, strengths and pupils who may need intervention or further challenge.

 Apply agreed access arrangements and reasonable adjustments.

 Maintain confidentiality and report suspected malpractice, errors or security breaches promptly.

3.6 Head of Learning Support / Inclusion Lead

 Coordinates identification of pupils who may require additional assessment support or reasonable adjustments.

 Works with teachers, parents/carers and relevant professionals to understand individual needs.

 Advises on adjustments that are appropriate to the pupil's needs and the purpose of the assessment.

 Ensures arrangements are communicated to relevant staff and reviewed when needs or circumstances change.

 Supports monitoring of the participation, progress and outcomes of pupils receiving additional support.

3.7 Administrative and Support Staff

Staff supporting assessment administration, room preparation, printing, data entry or communication must follow instructions, protect confidential information and report any error or concern promptly. Access to assessment materials and records is limited to staff who require it for their role.

3.8 Pupils and Parents/Carers

Pupils are expected to attempt assessments honestly, follow instructions, bring permitted equipment and treat others respectfully. Parents/carers are encouraged to support attendance, rest and preparation, and to contact the school if illness, access needs or other circumstances may affect a pupil's participation.

4. Assessment Framework and Internal Examinations

4.1 Types of assessment

The school uses assessment for different purposes. These may include:

 Formative assessment: questioning, discussion, observation, retrieval practice, quizzes, live feedback, review of classwork and other checks during learning.

 Summative assessment: planned end-of-unit, end-of-term or end-of-year tasks used to evaluate learning against curriculum objectives.

 Internal examinations: tests administered under more formal, time-limited or supervised conditions to assess learning and help pupils develop appropriate examination skills.

 Diagnostic assessment: tasks or screening used to identify strengths, misconceptions, learning gaps or possible additional needs.

 Practical and performance assessment: presentations, investigations, performances, projects, oral work and other subject-appropriate demonstrations of learning.

4.2 Assessment calendar

Data and Assessment, in consultation with phase and subject leaders, coordinates the assessment calendar. Assessment dates should be communicated to staff, pupils and parents/carers with reasonable notice. Departments and phases should coordinate deadlines to avoid unnecessary assessment overload.

4.3 Internal examination arrangements

Where an internal examination is conducted under formal conditions, the responsible leader must ensure that suitable rooms, supervision, seating, materials, timings and access arrangements are planned in advance. Instructions must be clear and age-appropriate. Formal procedures should be proportionate to pupils' ages and the nature of the assessment.

 Assessment papers and answer materials must be checked before use to confirm that the correct version is available.

 Pupils should receive clear instructions about start and finish times, permitted materials and what to do if they need help or feel unwell.

 Supervising staff must maintain an appropriate, calm environment and avoid giving pupils assistance that would invalidate the assessment.

 Seating arrangements should support fairness, access and appropriate supervision.

 Completed scripts and assessment materials must be collected, accounted for and passed to the responsible teacher or leader securely.

 Where a formal examination arrangement is not appropriate for a pupil's age, stage or learning needs, the school may use an alternative assessment method that still provides valid evidence of learning.

4.4 Early Years and primary assessment

In FS1, FS2 and the primary phase, assessment should be developmentally appropriate and draw on observation, interaction, work samples, practical activities and planned checks of learning. Formal tests must not replace a broad understanding of each child's development and learning.

Primary Phase Assessment and Exam Conditions

1. Overview

In the Primary phase, each year group undertakes both mid-term and end-of-term assessments across subjects. Writing is assessed on an ongoing basis through continuous assessment rather than formal test conditions.

2. Assessment Conditions

Assessments are conducted within the classroom during regular lesson time, following the normal timetable.

- Students are seated apart, whenever it is possible, to ensure an appropriate and focused assessment environment.
- Class teachers, supported by teaching assistants (TAs), are responsible for invigilation.
- Teachers clearly explain the tasks and expectations prior to the start of the assessment.

3. Assessment Scheduling

- The assessment schedule is prepared in coordination with MOE subjects and French to avoid overlaps and ensure a balanced distribution of assessments.
- Care is taken to prevent clashes between subjects and to support a manageable workload for students.

4. Duration of Assessments

- Assessments are designed to be completed within a standard lesson (approximately 50 minutes).
- The duration may vary depending on the subject, with some assessments requiring less time.

5. Differentiation and Inclusion

- Assessments may be differentiated to meet the needs of SPL3 students.
- Additional time may be provided where appropriate to ensure fairness and accessibility.

6. Roles and Responsibilities

Class Teachers:

- Prepare and administer assessments in line with school expectations.
- Clearly communicate instructions and expectations to students.
- Ensure appropriate seating and assessment conditions.
- Mark and record assessment outcomes.

Teaching Assistants (TAs):

- Support the teacher in maintaining appropriate assessment conditions.
- Assist identified students where required, in line with assessment guidelines.

Subject Leads:

- Review assessment papers to ensure they meet expected standards and align with curriculum objectives.
- Provide feedback to ensure consistency and appropriate level of challenge across year groups

Senior Leadership Team (SLT):

- Monitor the consistency and quality of assessment practices.
- Support staff in maintaining standards and implementing improvements.

4.5 Secondary assessment

In Years 7–9, assessment may include subject tests, extended writing, practical tasks, projects, presentations and internal examination-style papers. Assessment should reflect the taught curriculum and support pupils in developing independence, subject knowledge and effective study habits.

4.6 Assessment adaptations and missed assessments

If a pupil misses an assessment or is unable to complete it, the teacher and relevant leader will decide whether a catch-up assessment, alternative task or other evidence is appropriate. The decision should consider the purpose of the assessment, fairness to the pupil and others, curriculum coverage and the reliability of the resulting information. A mark must not be invented or presented as a completed assessment where no valid evidence exists.

5. Assessment Design, Standardisation and Moderation

5.1 Design and quality assurance

Assessment tasks should be aligned with intended learning and curriculum coverage. They should be accessible, appropriately challenging and free from avoidable ambiguity. Where relevant, tasks should reflect agreed success criteria, assessment objectives, mark schemes or rubrics.

5.2 Standardisation

Standardisation helps teachers apply shared criteria consistently. It may include reviewing exemplars, discussing borderline responses, agreeing the interpretation of mark schemes and checking that expectations are understood across classes.

5.3 Moderation

Moderation may include sampling pupils' work across classes, year groups or teachers; comparing judgements against agreed criteria; and recording any agreed adjustments. Moderation should be proportionate to the assessment and should focus on the accuracy and consistency of judgements rather than personal criticism.

5.4 Data checks

Teachers and leaders must check assessment records for completeness, accuracy and anomalies before data is used for reporting or strategic decisions. Any errors should be corrected promptly, with changes made transparently and in line with school systems.

5.5 Use of assessment evidence

No single test or score should normally be used in isolation to make significant decisions about a pupil. Leaders and teachers should consider a range of evidence, including classwork, observations, previous attainment, progress over time, attendance, pupil context and professional judgement.

6. Access Arrangements and Reasonable Adjustments

Phoenix is committed to inclusive assessment. Reasonable adjustments should remove unnecessary barriers while preserving the intended learning being assessed. Arrangements must be based on the pupil's individual needs, the purpose of the task and the evidence available, and should be discussed with the relevant inclusion lead and phase or subject leader.

6.1 Identification and planning

Potential needs may be identified through classroom practice, school assessment information, observation, pupil and parent/carer feedback, support plans or relevant professional advice. Staff should raise concerns promptly rather than wait until an assessment period.

6.2 Possible arrangements

Depending on the pupil's needs and the assessment objectives, arrangements may include additional time, rest breaks, a quieter setting, enlarged or adapted materials, a reader or scribe where appropriate, assistive technology, accessible instructions or an alternative way to demonstrate learning.

An adjustment must not change the skill or knowledge the assessment is intended to measure. For example, support that provides the answer or assesses a different skill may make the result invalid. The school will explain any limits to an arrangement and seek appropriate advice where needed.

6.3 Consistency and review

Where possible, agreed arrangements should reflect a pupil's normal classroom practice. Staff must receive sufficient information to implement them consistently while respecting confidentiality. Arrangements should be reviewed when a pupil's needs, circumstances or assessment requirements change.

6.4 Separate or alternative setting

A separate or quieter setting may be used where justified by an individual need, safety consideration or the nature of the assessment. It should not be offered solely as a preference where it would create unfairness or undermine assessment validity.

7. Assessment Security, Confidentiality and Data Protection

7.1 Security of assessment materials

 Unreleased assessment papers, mark schemes and answer materials must be stored securely and shared only with authorised staff.

 Printing, copying, electronic transmission and disposal of confidential assessment materials must be controlled.

 Assessment materials must not be left unattended in classrooms, shared areas, printers or other locations accessible to pupils or unauthorised persons.

 Digital files should be stored in approved school systems with appropriate access permissions and must not be shared through personal accounts or unauthorised applications.

 Any suspected loss, early disclosure, unauthorised access or compromise of assessment materials must be reported immediately to the responsible leader and Principal.

7.2 Confidentiality of results

Pupil assessment results and individual support information are confidential. They should only be shared with authorised staff and the pupil's parent/carer or other person with appropriate authority, in accordance with school procedures and applicable data protection requirements. Staff must not discuss identifiable pupil results in public areas or share them through unapproved channels.

7.3 Data protection

Assessment information must be collected and used for legitimate educational purposes, kept accurate and secure, and retained only for as long as required under the school's retention arrangements and applicable Qatar requirements. Requests to access or correct information should be referred to the appropriate school leader or data protection contact.

7.4 Use of digital tools and artificial intelligence

Digital tools may support assessment design, analysis or feedback only where their use is authorised by the school and consistent with data protection, safeguarding and academic integrity requirements. Staff must not upload identifiable pupil data or confidential assessment materials to unapproved AI systems. AI-generated content must be checked by a responsible member of staff before use. Pupils must follow teacher instructions about permitted assistance and must not present AI-generated or copied work as their own where independent work is required.

8. Pupil Conduct, Academic Integrity and Malpractice

8.1 Expectations

Pupils must complete assessments honestly and follow instructions. Unless collaboration is expressly permitted, submitted work should represent the pupil's own effort. Unauthorised communication, copying, use of prohibited notes or devices, impersonation, deliberate disruption, plagiarism or unauthorised AI assistance may constitute malpractice.

8.2 Response to suspected malpractice

Staff should respond calmly, preserve relevant evidence and report concerns to the phase or subject leader and, where appropriate, the Principal. Staff should not make unsupported assumptions or discuss allegations with other pupils. The school will consider the pupil's age, understanding, intent, context and any relevant additional needs.

8.3 Fair and proportionate action

The school will investigate concerns fairly, give the pupil an age-appropriate opportunity to explain, and consult parents/carers where appropriate. Any outcome will be proportionate and consistent with the Behaviour Policy, safeguarding duties and the seriousness of the incident. Possible responses may include re-teaching expectations, repeating an assessment under supervised conditions, recording that the result is unreliable, or applying a behaviour response where justified.

8.4 Staff conduct

Staff must not provide unauthorised assistance, alter results dishonestly, disclose unreleased papers, fabricate evidence or otherwise compromise the validity of assessment. Suspected staff misconduct must be reported to the Principal and managed through the relevant school procedures.

9. Absence, Illness and Disruption

Where a pupil is absent, becomes unwell or is affected by an emergency during an assessment, the priority is pupil safety and wellbeing. Staff should follow the school's attendance, first aid, safeguarding and emergency procedures.

 Record absence or interruption accurately and notify the responsible teacher or leader.

 Do not pressure an unwell pupil to continue an assessment where doing so would be unsafe or inappropriate.

 Decide whether a catch-up task, alternative evidence or no formal result is the most valid and fair response.

 If an assessment is interrupted by evacuation, lockdown, technical failure or another incident, follow emergency instructions first and maintain supervision where safe to do so.

 Document significant disruption and the decision made afterwards, including any effect on comparability or interpretation of results.

 Communicate with parents/carers when appropriate, especially where an incident affects a pupil's welfare or assessment outcome.

The school does not apply external awarding-body special consideration procedures because it does not currently administer external examinations. Internal decisions about disrupted assessments are made under this policy.

10. Feedback, Reporting and Use of Assessment Information

10.1 Feedback to pupils

Feedback should be timely, constructive and linked to learning objectives or success criteria. It should help pupils understand what they have done well, what needs improvement and what action to take next. Feedback may be verbal, written, digital or demonstrated through modelling and re-teaching.

10.2 Reporting to parents/carers

Assessment information is shared through the school's reporting arrangements, parent meetings and other approved communication channels. Reports should present attainment and progress clearly and, where appropriate, identify strengths, next steps and ways parents/carers can support learning.

10.3 Analysis and intervention

Teachers and leaders should analyse assessment information to identify patterns, misconceptions, gaps in learning, pupils needing additional support and pupils requiring greater challenge. Assessment should lead to action, such as adapting teaching, targeted intervention, curriculum review or enrichment, and leaders should evaluate whether those actions improve outcomes.

10.4 Responsible interpretation

Assessment data should be interpreted in context. Comparisons between pupils, classes or cohorts should take account of differences in curriculum coverage, task design, participation and other relevant factors. Internal assessment scores are not external qualifications and must not be described as such.

11. Appeals and Concerns

A pupil or parent/carer who has a concern about an assessment should normally raise it first with the class teacher or subject teacher. If the concern is not resolved, it may be referred to the phase leader or Head of Department, followed by the Assistant Head teacher – Data and Assessment and then the Principal, as appropriate.

A request to review a mark should identify the specific concern, such as a possible calculation error, missing page, incorrect application of agreed criteria or procedural inconsistency. The review will consider whether the published or agreed process was followed and whether the result was recorded accurately. It will not automatically replace a teacher's professional judgement with a different judgement simply because a pupil or parent/carer disagrees.

Where a review identifies an error or inconsistency, the school may correct the record, arrange further moderation or take other appropriate action. Concerns that remain unresolved may be handled under the school's Complaints Policy. Records of significant reviews and their outcomes will be maintained.

12. Record Retention

The school will maintain assessment records, moderation notes, relevant assessment materials and reports in accordance with its record-retention schedule, data protection requirements and applicable Qatar regulations.

 Assessment results and progress records should be stored in the approved school information system.

 Moderation and quality assurance records should be retained for the period set by the school.

 Confidential papers and answer materials should be securely destroyed when no longer required, unless they need to be retained for review, safeguarding, a complaint or another legitimate purpose.

 Records relating to an incident, allegation or appeal should be retained in line with the relevant school procedure and any legal or regulatory requirements.

 Staff should not keep unnecessary pupil assessment records on personal devices or in personal accounts.

13. Monitoring, Review and Approval

The Principal and Assistant Head teacher – Data and Assessment will monitor implementation through assessment calendar reviews, work scrutiny, learning walks, data checks, moderation records, pupil and parent feedback, and discussions with staff. Monitoring should consider both the accuracy of assessment and its impact on teaching, learning, progress and wellbeing.

The policy will be reviewed annually, normally in September, and sooner if required by changes in MoEHE expectations, school provision, safeguarding or data protection requirements, or findings from quality assurance. Amendments must be approved by the Principal and communicated to relevant staff. Where a future change means Phoenix begins administering external examinations or offering externally examined qualifications, this policy must be reviewed before those arrangements commence. Separate procedures covering any applicable awarding-body requirements must be approved and implemented.

Appendix A – Assessment Administration Checklist

☐ Assessment purpose and curriculum objectives are clear.

☐ Task, instructions, mark scheme or success criteria have been checked.

☐ Dates and expected preparation have been communicated appropriately.

☐ Reasonable adjustments and rooming requirements have been confirmed.

☐ Confidential papers and digital files are stored securely.

☐ Staff supervising the assessment understand their responsibilities.

☐ Permitted equipment and assessment conditions are clear to pupils.

☐ Completed work is collected, labelled and stored securely.

☐ Marks and comments are checked before being entered or shared.

☐ Moderation or quality assurance is completed where required.

☐ Results are analysed and next steps for teaching or intervention are identified.

☐ Any absence, disruption, irregularity or concern is recorded and escalated.

Appendix B – Related Policies and Guidance

☐ Assessment, Recording and Reporting Policy (where maintained as a separate document)

☐ Teaching and Learning Policy

☐ Inclusion / Special Educational Needs Policy

☐ Safeguarding and Child Protection Policy

☐ Behaviour Policy

☐ Attendance Policy

☐ Data Protection and Records Retention Policy

☐ Complaints Policy

☐ Health and Safety and Emergency Evacuation Procedures

☐ Applicable Ministry of Education and Higher Education requirements and Qatar regulations

Appendix C – KS3 Examination Rules

Section 1: Rules for students

An exam starts when you enter the room and ends when you have left it. From then on, you are under exam conditions.

Before the exam

1. Arrive at the exam room at least 5 minutes before the start time. Line up quietly outside.
2. Use the toilet before you go in.
3. Bring the equipment you need in a clear pencil case: black pens, a pencil, ruler, rubber and, where allowed, a calculator. Staff will not lend equipment once the exam has started.

4. Hand in your phone, smartwatch, earphones and any other electronic device to the invigilating staff member. Having one with you during the exam is treated as cheating, even if it is switched off.
5. Leave bags, notes and books where you are told to.
6. Water may be taken in only in a clear bottle with the label removed.

Entering the room

7. Enter in silence and go to the seat shown on the seating plan outside the room.
8. Do not touch the paper until you are told to.
9. Listen carefully to the instructions. Write your name and class on the front when told to.

During the exam

10. Stay silent for the whole exam. Talking or making noise is treated as a breach of exam rules.
11. Do not look at, copy from or help another student.
12. If you need help, more paper, raise your hand and wait for an invigilator. Invigilators cannot explain questions.
13. Write in black pen. Use pencil only for diagrams and graphs.
14. Write all answers in the spaces given. Cross out anything you do not want marked.
15. If you finish early, check your answers. You must stay in the room until the end unless told otherwise.
16. If you feel unwell, tell an invigilator straight away.

At the end

17. Stop writing immediately when told to and put your pen down.
18. Stay seated and silent until all papers have been collected and counted.
19. Do not take any paper, question paper or rough work out of the room.
20. Leave in silence. Other exams may still be taking place nearby.

What happens if rules are broken

Any breach is recorded by the invigilator and reported to the Head of Secondary. Depending on what happened, the student may get a warning, lose marks, have the paper marked as zero. Parents will be informed.

Section 2: Rules for invigilating staff

Invigilators supervise; they do not teach. Your full attention must be on the students for the whole exam. No marking, laptops, phones or reading.

Before the exam

1. Hand out the papers and any access arrangements list at least 15 minutes before the start.
2. Check the room is set up: desks in rows facing the same way, with nothing on or under them.
3. Cover or remove displays that could help students.

4. Put the exam timer on the board where every student can see it.
5. Write on the timer: subject. Add "Phones and smartwatches must be handed in".
6. Start the timer at the start of the exam.
7. Count the papers and check they are the correct subject and year group.
8. Keep papers secure. Do not leave them unattended in the room.

Starting the exam

9. Line students up outside and remind them to hand in phones and smartwatches.
10. Bring students in silently and seat them by the seating plan.
11. Hand out papers face down. Take the register and note any absences.
12. Read the instructions: no talking, no devices, raise your hand for help, check you have the right paper, write your name and candidate number.
13. The exam timer should show the actual start and finish times on the board.

During the exam

14. Move quietly around the room throughout. Do not stand in one place or sit for long periods.
15. Do not leave the room unsupervised. If you must leave, call for another member of staff first.
16. Answer only questions about the exam process (e.g. more paper, a missing page). Do not explain, read out or rephrase questions unless a student has an approved reader.
17. Students are not allowed to go to the toilet during the exam.
18. Give time warnings at 30 minutes and 5 minutes remaining.
19. Late arrivals: admit them quietly and record the arrival time. They finish at the normal time unless the exams lead decides otherwise.
20. Students may not leave early. Those who finish early should check their work.

Suspected cheating or misconduct

21. Do not confront or accuse the student in front of others. Quietly remove any device or notes and let them continue.
22. Record exactly what happened, the time and the student's name on the incident log.
23. Report it to the exams lead and the Head of Secondary at the end of the exam.

Ending the exam

24. Announce "Stop writing, put your pens down" at the exact finish time.
25. Keep students seated and silent. Collect papers in and count them against the register.
26. Check every paper has a name and class written on it.
27. Return all papers, spare papers and the incident log to the exams lead.

Emergencies

- Fire alarm or evacuation: stop the exam, note the time, tell students to leave papers face down and follow the evacuation route in silence. Keep students together and supervised. Record time lost.

- Student unwell: send for first aid and the exams lead. Record the time and how much of the exam was completed.
- Disturbance or noise outside: record it on the incident log with the time and how long it lasted.

Section 3: Students with access arrangements

Some students sit their exams with access arrangements agreed by the SENCO. These reflect how the student normally works in lessons and help them show what they know. They do not give an advantage.

Rules for all access arrangement rooms

- The SENCO decides which students are in a separate room, and why, for each student individually. Being in a particular class or group is not by itself a reason.
- Every room has its own invigilator and the same rules as the main exam room: silence, seating plan, clock, start and finish times on the board, devices handed in.
- Exams start at the same time as the main room, unless a student has an approved delayed or early start.
- The SENCO gives each invigilator a list showing each student's arrangements before the exam. Only listed arrangements may be given.
- Readers, scribes and prompters must not explain questions in detail, only to help the student understand what is being asked, they must not suggest answers or correct work.
- Record the actual time each student finishes and any rest breaks taken.

Common Arrangements

Arrangement	What it means for the invigilator
Extra time	Usually up to 30 minutes extra. Write each student's individual finish time on the board.
Supervised rest breaks	The student may stop and rest. Stop the clock for the break, keep the paper closed, and add the time back on.
Separate room	A smaller room to reduce anxiety or distraction, or because another arrangement would disturb others.
Scribe or speech recognition	The scribe writes exactly what the student says, including mistakes. Spelling and punctuation are not corrected.
Word processor	Spell check, grammar check and predictive text are switched off. The student's name and candidate number go on every printed page.
Prompter	Brings the student's attention back to the paper (e.g. tapping the desk), without giving any help with answers.
Modified papers	Enlarged print or coloured paper. The SENCO orders these in advance.
Coloured overlays	May be used if the student uses them in lessons.

> **If a student's needs change, or an arrangement is not working, tell the SENCO after the exam. Do not change arrangements during the exam.**