



## Eastbrook School

### Invigilation guidance for all internal and external staff

This guidance document sets the general administrative and organisational expectations, which are already being followed well, and enabling a smooth start and finish to exams.

This guidance document should be read alongside the [Eastbrook examination policy](#)

We recognise that the manner in which students enter and leave exams greatly supports a student to reach their full potential in an examination.

Anyone supervising an exam is aware;

1. To have clear groups lined up outside and quiet before starting to enter. Laminated cards to hold up are encouraged. Remind students about where to put bags and coats while they are outside. Ask them to remove the equipment they need while they are outside. If the weather allows ask them to remove and hold coats while they are outside.
2. To speak as little as possible at all times. The most effective way to silence students as they walk in to the exam hall is for them to walk in to a silent room. Constant instructions from staff destroy this very powerful message and make it easier for students to slip into speaking.
3. To use gesture as much as possible. Catch individual student's eye and gesture for what you want to see.
4. To attract a student's attention, use their name and follow with a gesture. Alternatively go to their side and speak very quietly to them individually if necessary. Often just going over to them is sufficient.
5. That one person should stand at the front of the hall and not move. They should not talk to anyone apart from the very rare calling out of an individual's name as appropriate. This person should obviously constantly scan the hall. This way all students feel watched and are less likely to slip out of expected behaviour.
6. That no staff should have conversations in the exam hall at any time, unless they are absolutely essential. In such cases they should be as brief and as quiet as possible.

**The person at the front of the hall should take the opportunity to congratulate the students on how well they came in and hand over to the person introducing the specific exam.**

1. Practise in lessons and repeat the same language when explaining the sections of the exam so that you do not confuse the students and they feel familiar with the paper organisation.
2. Take the opportunity to go through the bullet points on the front of the paper.
3. Be clear about the length of the exam and the time it will finish.
4. Ensure stationery is given out before the exam begins.