



ST HILDA'S
CE HIGH SCHOOL

Examinations Policy

Approved by Governing Committee: Curriculum & Teaching Committee

Ratified by Full Governing Body: 18th June 2026

Next Review Month: June 2027

Policy Owner / Author: EC

Review Frequency: Annual

This policy remains in force until superseded by a revised policy approved by the Governing Board.

CHRIST JESUS AS OUR CORNERSTONE

Ephesians 2:20

THE ST HILDA'S FAMILY

We are the St Hilda's family, with **Jesus Christ** as our **cornerstone**.
Building on foundations of **wisdom hope community dignity and equality**
we nurture and support one another to be our very best.
We rejoice in our **diversity** and celebrate our many achievements.

Key staff involved in the policy

Role	Name(s)
Head of Centre	Jo Code
Exam's officer line manager (Senior leader)	Elizabeth Cowdell
Exam's officer	Sarah Jones
ALS lead/SENCo	Lisa Franks
Senior leader(s)	Andy Smith, Robbie Lawton, John Martin, Andrea Howard, Karen Kearns, Carina Bird, Ben Norton, Elizabeth Cowdell

Overview of Exams policy

Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- all aspects of the centre's exam process are documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff.

Roles and responsibilities overview

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting those published JCQ regulations and awarding body requirements.

Heads of Centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of JCQ General Regulations for Approved Centre's booklet. In particular, heads of centre must familiarise themselves with sections 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments. ([GR](#), section 1)

The Examinations Officer is the person appointed by the Head of Centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The Headteacher/Principal on site (the Head of Centre) may not appoint themselves as the Examinations Officer. A Head of Centre and an Examinations Officer are two distinct and separate roles.

The Head of Centre and/or Examinations Officer may operate across more than one centre. In such cases the Head of Centre must ensure there is suitable senior leadership team support in place, so they can meet their obligations across all centres for which they are responsible. The Head of Centre must ensure that these arrangements are covered by their examination contingency plan. ([GR](#), section 2)

Head of Centre responsibilities

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

It is the responsibility of the Head of Centre to ensure that all staff comply with the instructions in the (Instructions for conducting examinations) booklet. Failure to do so may constitute malpractice as defined in the JCQ publication Suspected Malpractice: Policies and Procedures, : <https://www.jcq.org.uk/exams-office/malpractice> ([ICE](#) Introduction)

Head of Centre

Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:

- [General Regulations for Approved Centres](#) (GR)
- [Instructions for conducting examinations](#) (ICE)
- [Access Arrangements and Reasonable Adjustments](#) (AA)
- [Suspected Malpractice - Policies and Procedures](#) (SM)
- [Instructions for conducting non-examination assessments](#) (NEA) (and the instructions for conducting coursework)
- [A guide to the special consideration process](#) (SC)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
 - maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
 - has in place a written agreement with the third party to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
 - ensures that a copy of the written agreement is available for inspection if requested by the awarding body

- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties **(see National Centre Number Register and other information requirements section)**
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel

Recruitment, selection, training and support

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Enables the relevant senior leader(s), the Examinations Officer (EO) and the ALS lead/SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Appoints an ALS lead/SENCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures that the ALS lead/SENCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures that the Examinations Officer has sufficient time to perform their role and familiarise him/herself with relevant awarding body and JCQ documentation.
- Ensures that the Examinations Officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system.

Policies

Access Arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the

assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.
- An adjustment will not be approved if it:
 - involves unreasonable costs to the awarding body;
 - involves unreasonable timeframes; or
 - affects the security and integrity of the assessment.
- This is because the adjustment is not 'reasonable'.
- The centre must ensure that approved adjustments can be delivered to candidates.

Purpose of the policy

The purpose of this policy is to confirm that St Hilda's CE High School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to check the qualification(s) of its assessor(s) and that the correct procedures are followed, as in Chapter 7 of the JCQ document Access Arrangements and Reasonable Adjustments (GR 5.4)

General principles

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, those for whom English is an additional language and those with a temporary illness or temporary injury. (GR 5.4)

A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AA 4.2)

The principles for St Hilda's CE High School to consider include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AARA 4.2)
- Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AARA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AARA 4.2)
- Applications for access arrangements/reasonable adjustments should be processed at the start of or during the first year of a two-year the course having firmly established a picture of need and normal way of working (AARA 4.2)
- Arrangements must always be approved before an examination or assessment (AARA 4.2)
- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AARA 4.2)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AARA 4.2)
- The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in:
 - The staff handbook

The assessment processes

At St Hilda's CE High School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AARA 7.3)

Details and qualification(s) of the current assessor(s)

Lisa Franks – SENCO

Appointment of assessors

At the point an assessor is engaged/employed at St Hilda's CE High School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AARA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AARA 7.3)
- Evidence of successful completion of a post-graduate course in individual specialist assessment at or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration is held on file for inspection purposes to evidence that the assessor(s) is/are suitably qualified (AARA 7.3, 7.4)

Reporting the appointment of assessors

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AARA 7.4) When requested, the evidence will be presented to the JCQ Centre Inspector by:
- The SENCo or the Exams Officer
- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist teacher assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within Access arrangements online. (AARA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by the Access Arrangements and Reasonable Adjustments document must be entered into Access arrangements online to confirm their status (AARA 7.4)

Process for the assessment of a candidate's learning difficulties by an assessor

St Hilda's CE High School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AARA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AARA 7.5)
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional (AARA 7.5)
- The assessor must carry out tests which are relevant to support the application (AARA 7.5)
- A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online (AARA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and, ultimately, assessing the candidate themselves should be instigated (AARA 7.3)

Picture of need/normal way of working

St Hilda's CE High School confirms:

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e., a picture of need has been painted, as required in Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AARA 7.5)

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ document Access Arrangements and Reasonable Adjustments.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used. Deadlines apply for each examination series for submitting applications for approval using AAO. Online applications must only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by:

- The SENCo

Appropriate evidence, where required by the arrangement, is held on file by:

- Lisa Franks – SENCo

The use of a word processor

The Exams Policy details the criteria St Hilda's CE High School specifically uses to award and allocate word processors for examinations and assessments.

Alternative rooming arrangements

The Exams Policy details the criteria St Hilda's CE High School uses to award alternative rooming arrangements, e.g., a room for a smaller group of candidates with similar needs or an alternative room with one-to-one invigilation.

Modified papers

- Modified papers are ordered using AAO.
- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AARA 6.1)
- Modified papers are prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore, centres must provide the awarding bodies with early notification that a candidate will require a modified paper. (AARA 6.1)
- Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AARA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before their first examination (AARA 6.1)

Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AARA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AARA 4.2) It is the responsibility of:

- Lisa Franks - SENCo to inform candidates that an application for access arrangements will be processed using Access arrangements online, complying with the UK GDPR and the Data Protection Act 2018
- Lisa Franks - SENCo to submit applications for approval using AAO
- Lisa Franks - SENCo to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of the assessor's qualification (where required) (AARA 8.6)
- Lisa Franks - SENCo to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Lisa Franks - SENCo to order modified papers

Alternative Rooming Arrangements

Introduction

Alternative rooming arrangements (for example, a room for a smaller group of candidates with similar needs) is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take their examinations in a smaller environment away from the main examination room.

Purpose of the policy

The purpose of this policy is to confirm the criteria when these arrangements may be considered and granted for a candidate at St Hilda's CE High School in compliance with the regulations.

Decisions on the awarding of the arrangement

At St Hilda's CE High School, decisions on the awarding of the arrangement are made by: The SENCo Decisions are based on:

- Whether the candidate has a substantial and long-term impairment which has an adverse effect (AARA 5.16)
- The candidate's normal way of working within the centre (AARA 5.16)
- Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AARA 4.2.1)

(In accordance with the regulations: A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo (or equivalent role within the centre) to make appropriate and informed decisions based on the JCQ regulations.)

- Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre

The use of an alternative room with one-to-one invigilation must only apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room (AARA 5.16)

Criteria for the awarding of the arrangement

Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's **Access Arrangements and Reasonable Adjustments** document (ICE 14.18)
- The candidate's disability is established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AARA 5.16)
- Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AARA 5.16)
- Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ document **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

Other rooming arrangements

At St Hilda's CE High School arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include:

Trialling the main exam room with our access arrangements pupils and speaking with them afterwards to see if arrangements need to be changed. Any pupils identifying as unable to be in the main exam room, such as pupils with ADHD, are put in a separate classroom, amongst other pupils with similar access arrangements. Pupils with scribe or a person reader, are given their own room, to ensure they have quiet during their exam and to ensure they do not disturb other exams.

Candidate Absence

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at St Hilda's CE High School.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point St Hilda's CE High School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. **(See Candidate Late Arrival Policy)**

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

Identifying and dealing with candidate absence

A candidate will be considered absent from an examination if:

- The candidate is not present at the start of the examination and the attendance register has been taken.
- Once a candidate is identified as absent from an examination, the following action will be taken:
 - The candidate will be contacted as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival
 - If a candidate fails to sit an examination, the following action is taken:
 - A confirmed candidate absence is clearly recorded on the attendance register which is sent to the awarding body/examiner
 - The candidate absence is noted on the seating plan by crossing through the candidate details

Roles and responsibilities

Overview

It is the responsibility of the following member(s) of staff to deal with candidate absence once it has been identified:

- Head of House or Attendance Officer
- It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:
- Head of House or Attendance Officer

The role of invigilators will:

- Be informed of the process for dealing with absent candidates through training
- Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

The role of candidates

Candidates will be:

- Re-charged any relevant entry fees for unauthorised absence from examinations

Special consideration

At St Hilda's CE High School if a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's grade by the awarding body, providing the following conditions are met:

- The examination is in the candidate's terminal exam series (SC 4.2)
- The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.5)
- The application for special consideration can be supported by the centre with appropriate evidence authorised by a member of the senior leadership team (SC 6)
- It is the responsibility of the following member(s) of staff to deal with special consideration requests and applications:
- The Examinations Officer will request special consideration from the awarding body upon evidence produced from the candidate or department.

Candidate Late Arrival

Purpose of the policy

The purpose of this policy is to confirm the arrangements for candidates who arrive late for an examination at St Hilda's CE High School.

A candidate will be considered late if they arrive:

- after the start of the examination and (for an examination which lasts an hour or more) up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination A candidate will be considered very late if they arrive:
- more than one hour after the awarding body's published starting time for an examination which lasts one hour or more, i.e., after 10.00am for a morning examination or after 2.30pm for an afternoon examination
- after the awarding body's published finishing time for an examination that lasts less than one hour (ICE 21.3)
- This policy confirms that St Hilda's CE High School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination, and confirms:
- the correct procedures are followed when dealing with a candidate who arrives late to an examination
- appropriate arrangements are in place for the management of late arrivals in order to maintain the security and integrity of the examination

Candidates who arrive late

The following procedures are applied at St Hilda's CE High School in relation to candidates who arrive late to examinations:

- A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination (ICE 21.1)
- A candidate must arrive before the examination has finished.
- A candidate who arrives late, and is permitted to sit the examination, will be allowed the full time for the examination (ICE 21.2)
- A candidate who arrives within one hour of the awarding body's published starting time for an examination which lasts an hour or more, i.e., a candidate arriving up to 10.00am for a morning examination or up to 2.30pm for an afternoon examination will be permitted by the centre to sit the examination
- A candidate who arrives after 10.00am for a morning examination will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination
- A candidate who arrives after 2.30pm for an afternoon examination will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination
- A candidate who arrives after the awarding body's published finishing time for an examination that lasts less than one hour will be considered very late (ICE 21.3) and will be permitted by the centre to sit the examination

- A candidate who arrives very late will be warned that the awarding body may not accept their script (ICE 21.4)
- A candidate who arrives in the afternoon for a paper that had been re-arranged for a morning session, may be allowed to take the paper at the published time as long as the candidate has not had any contact with candidates who sat the paper earlier (ICE 21.5)
- The awarding body will be informed of the situation and will decide whether to accept the script (ICE 21.6)
- In all cases the centre will submit declarations for the very late arrival of candidates for examinations, in accordance with the current JCQ document Instructions for conducting examinations (GR 5.9)

Roles and responsibilities

The role of the exam's office/officer

- Inform invigilators of the policy/process for dealing with candidates who arrive late/very late through training
- Provide an exam room incident log for invigilators to record relevant information relating to candidates who arrive late/very late
- Warn a candidate who arrives very late that the awarding body may not accept their script (ICE 21.4)
- Send the script of a candidate who arrives late/very late to the awarding body/examiner in the normal way (ICE 21.4)

Submit on-line, using the Centre Admin Portal (CAP), Form JCQ/VLA - Report on candidate admitted very late to examination room within seven days of the examination having taken place, providing the following details:

- the time the candidate came under centre staff supervision
- the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre
- the actual starting and finishing times of the examination
- the time the candidate started the examination
- the time the candidate finished the examination
- any assurances that the candidate did not access and was not made aware of the paper's content prior to sitting the examination (ICE 21.4)

The role of invigilators

- Ensure candidates who arrive late/very late are given the required instructions prior to starting the examination (the invigilator's announcement) without disturbing other candidates
- Ensure relevant information is recorded on the exam room incident log relating to candidates who arrive late/very late
- Allow a candidate who arrived late/very late, and is allowed the full working time to do the examination, to continue after the normal finishing time, instructing them to stop working after the full working time allowed has passed (ICE 26.2)

Complaints

Purpose of the policy

The purpose of this policy is to confirm the arrangements for complaints at St Hilda's CE High School and confirms compliance with JCQ's **General Regulations for Approved Centres** (5.3, 5.8) in drawing to the attention of candidates and their parents/carers our written complaints policy which covers general complaints regarding the centre's delivery or administration of a qualification and our internal appeals procedure.

Grounds for complaint

A candidate (or their/parent/carer) at St Hilda's CE High School may make a complaint on the grounds below (This is not an exhaustive list).

Teaching and Learning

- Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
- Teacher lacking knowledge of new specification/incorrect core content studied/taught
- Core content not adequately covered
- Inadequate feedback for a candidate following assessment(s)
- Pre-release/advance material/set task issued by the awarding body not provided on time to an examination candidate
- The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- Candidate not informed of their centre-assessed mark prior to marks being submitted to the awarding body
- Candidate not informed of their centre-assessed mark in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision whether to request a review of the centre-assessed mark
- Candidate unhappy with internal assessment decision (complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Access arrangements and special consideration

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding their access arrangements
- Candidate was not informed that an application for access arrangements was to be processed using Access arrangements online, complying with the UK GDPR and the Data Protection Act 2018

- Candidate not informed/adequately informed of the arrangement(s) in place and the subjects or components of subjects where the arrangement(s) would not apply
- Examination information not appropriately adapted for a disabled candidate to access it
- Adapted equipment/assistive technology put in place failed during examination/assessment
- Approved access arrangement(s) not put in place at the time of an examination/assessment
- Appropriate arrangement(s) not put in place at the time of an examination/assessment as a consequence of a temporary injury or impairment
- Candidate unhappy with centre decision relating to access arrangements or special consideration
- (Complainant to refer to the centre's **internal appeals procedure**)
- Centre fails to adhere to its internal appeals procedure

Entries

- Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- Candidate not entered/entered late (incurring a late entry fee) for a required examination/assessment
- Candidate entered for a wrong examination/assessment
- Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on examination timetable/regulations prior to examination/assessment taking place
- Room in which assessment held did not provide candidate with appropriate conditions for taking the examination
- Inadequate invigilation in examination room
- Failure to conduct the examination according to the regulations
- Online system failed during (on-screen) examination/assessment
- Disruption during the examination/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Failure to inform/update candidate on the accepted/rejected outcome of a special consideration application if provided by awarding body

Results and Post-Results

- Before examinations, candidate not made aware of the arrangements for post-results services and the availability of senior members of centre staff after the publication of results
- Candidate not having access to a member of senior staff after the publication of results to discuss/make a decision on the submission of a results review/enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations

- Candidate (or parent/carer) unhappy with a result (complainant to refer via Exam's officer to awarding body post-results services)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal (complainant to refer to the centre's internal appeals procedure)
- Centre fails to adhere to its internal appeals procedure
- Centre applied for the wrong post-results service/for the wrong script for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for a candidate without gaining required candidate consent/permission

Raising a concern/complaint

If a candidate (or parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification, St Hilda's CE High School encourages an informal resolution in the first instance.

This can be undertaken by:

- The Examinations Officer

If a concern or complaint fails to be resolved informally, the candidate (or parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

All documentation relating to the submission of a formal complaint is available from, and should be returned to:

- A formal complaint should be submitted in writing by completing a complaints and appeals form.
- Forms are available from the examinations officer.
- Formal complaints will be logged and acknowledged within:
- Forms received will be logged by the centre and acknowledged within 5 calendar days
- To make a formal complaint, candidates (or parents/carers) must:
- Complete and return the complaints form.

How a formal complaint is investigated

Head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion

- The findings and conclusion will be provided to the complainant.
- The findings and conclusion of any investigation will be provided to the complainant within:
- Forms received will be logged by the centre and acknowledged within 5 calendar days

Internal appeals procedure

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

To submit an appeal, candidates (or parents/carers) must:

- Any appeal must be submitted in writing by again completing a complaints and appeals form.
- Appeals will be logged and acknowledged within:
- Forms received will be logged by the centre and acknowledged within 5 calendar days.
- The appeal will be referred to:
- The appeal will be referred to Chair of Governors (or a special Committee of the Governing body) for consideration.

It will be the responsibility of to inform the appellant of the final conclusion in accordance with the internal appeals procedure.

Conflicts of Interest

Introduction

It is the responsibility of the head of centre to ensure that St Hilda's CE High School has in place for inspection a written conflicts of interest policy that must be reviewed and updated annually. This policy confirms that St Hilda's CE High School:

Manages conflicts of interest by **informing the awarding bodies**, before the published deadline for entries for each examination series, of:

- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter) for qualifications which include internally assessed components/units, **and**

maintains internal records of all instances where:

- Exam's office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres (GR 5.3)

Purpose of the policy

The purpose of this policy is to confirm how St Hilda's CE High School manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

General principles

A process is in place to collect any declaration of interest from all centre staff to identify and manage any potential conflicts of interest

Declaration process

An electronic copy of the declaration of interest form is sent to centre staff before examinations begin. Completed forms must be returned to the Examinations Officer.

Managing conflicts of interest

- A conflicts of interest log is maintained and any potential conflict declared by centre staff is centrally recorded on the log.
- The relevant awarding body/bodies is/are informed (where required by the nature of the conflict) of specific conflicts of interest/centre staff declarations before the published deadline for entries for each examination series by identifying and following the individual awarding body's administrative process.
- The agreed measures/protocols taken/put in place to mitigate any potential risk to the integrity of the qualifications affected are recorded on the log and the affected member of staff informed of these measures/protocols.

Roles and responsibilities

The role of the head of centre is to ensure:

- conflicts of interest are managed according to the requirements in General Regulations for Approved Centres (5.3)
- internal records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected
- the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff
- the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials

- that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

Additional responsibilities

- Ensure that centre staff are aware of the requirement to declare any interest • Ensure that declarations are recorded/logged as potential conflicts of interest.

The role of the exam's office/officer

To ensure the process for collecting declarations of interest is undertaken.

To identify and follow the awarding body's administrative process for submitting details of members of staff who are:

- taking qualifications which include internally-assessed components/units at their own centre
- teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter) for qualifications which include internally-assessed components/units

To retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Cyber Security

Purpose

This policy sets out the centre's arrangements for protecting examination materials, candidate data and electronically produced work from cyber threats, unauthorised access, system failure or malicious attack.

This policy operates in conjunction with the school's IT Policy, Data Protection Policy and Safeguarding Policy.

This policy is written in accordance with:

- JCQ General Regulations for Approved Centres (GR 3.17–19)
- JCQ Instructions for Conducting Examinations (ICE)
- JCQ Guidance on Cyber Security for Centres
- Data Protection Act 2018
- UK GDPR

This policy applies to:

- The Head of Centre
- Exam's Officer
- Network Manager
- Senior Leadership Team
- Invigilators
- Teaching staff involved in exams
- All candidates completing examinations electronically

It applies to:

- On-screen examinations
- Access arrangements using laptops
- MFL oral recordings
- Coursework and NEA stored electronically
- Secure download and printing of confidential exam materials

Protection of Electronically Produced Candidate Work

The centre must ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks. (GR 3.17-19)

Cyber security

Criteria for implementation of the plan

- Where any incidents might compromise any aspect of assessment delivery, such as a cyber-attack

Centre actions to mitigate the impact of the disruption listed above

The centre will:

St Hilda's uses a Sophos XG firewall to protect our network from external malicious attacks including ransomware, viruses, trojans etc. This also provides a web filtering and monitoring solution.

All workstations are protected by a software firewall and have Bitdefender anti-malware software installed, which is a leading antivirus provider.

All Exam accounts are blocked from internet access using Net Support School and policies on the firewall.

All exam accounts have a randomly generated strong password which is renewed after each session. The accounts are disabled when not in use.

Only the software required for the exam are allowed to run on the workstations and use of USB is prohibited.

Each account has its own secure storage area, which is backed up both on and off site to offline backup platforms.

Secure Handling of Confidential Exam Materials

In line with JCQ ICE requirements:

- Confidential electronic exam materials must only be accessed by authorised staff.
- Downloads must take place on secure, updated devices.
- Exam files must be stored in restricted-access folders.
- Files must not be stored on portable or personal devices.
- Email accounts used for exam material access must be secure and password protected.
- Confidential materials must be deleted securely once printed and no longer required.
- Any suspected compromise must be reported immediately to the awarding body via the exams Officer.

Access Control & Account Security

In addition to the centre's IT policy:

- Exam system access is role-specific and permission-controlled.
- Accounts are disabled outside of exam sessions.
- Multi-factor authentication is used where available.
- ICT staff conduct regular access reviews.
- Devices are logged out and powered down after each exam session.
- No personal devices may be connected to the exam network.

Artificial Intelligence (AI) and Exam Integrity

In line with the school IT policy:

- AI tools may not be used during examinations.
- Personal data must not be input into AI systems.
- AI-generated content submitted as candidate work constitutes malpractice.
- Any suspected AI misuse during controlled assessment will be investigated and reported in line with JCQ malpractice procedures.

Remote Access & Off-Site Security

Where staff access exam materials remotely:

- Access must be via approved systems (e.g., Remote Desktop Services).
- Personal devices may only be used if authorised and encrypted.
- Confidential materials must not be downloaded to unsecured devices.
- No confidential material may be printed at home.

Incident & Breach Response

A cyber security incident includes:

- Malware infection on an exam device
- Ransomware attack
- Unauthorised access to exam materials
- Data breach involving candidate work
- Compromise of awarding body secure portals

In the event of a suspected cyber incident:

- The Exam's Officer and Network Manager must be informed immediately.
- Affected systems must be isolated.
- The Head of Centre must be notified.
- The relevant awarding body must be informed without delay.
- The centre's incident response plan will be enacted.
- Where required, Action Fraud or the NCSC will be notified.

Candidate Device Security

In accordance with JCQ ICE:

- Mobile phones, smart watches and internet-enabled devices are strictly prohibited in the exam room.
- Devices must be switched off and stored as directed.
- Possession of unauthorised devices may constitute malpractice even if not in use.
- Invigilators must report any suspected breaches immediately.

Training & Awareness

- Annual cyber security training is provided to relevant staff.
- Exam's staff receive additional training on secure handling of exam materials.
- ICT staff review firewall, filtering and anti-malware systems regularly.
- The governing board reviews cyber security measures periodically.

Monitoring & Review

This policy will be:

- Reviewed annually
- Updated following any significant cyber incident
- Updated following changes to JCQ regulations
- Approved by the governing board

Emergency Evacuation

Introduction

An emergency evacuation is required where it is unsafe for candidates to remain in the examination room. This might include a fire, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the examination room, serious illness of a candidate or invigilator or similarly serious incidents.

- As each incident may be different, advice will be sought (if applicable) from the relevant awarding body as soon as it is safe to do so (ICE 25.6)
- Where candidates are unable to return to the building to complete the examination, the relevant awarding body will be contacted immediately for advice (ICE 25.6)

Purpose of the policy

The purpose of this policy is to confirm the arrangements at St Hilda's CE High School for dealing with an emergency evacuation of an examination room by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

This policy ensures compliance with JCQ regulations (ICE 25) which state that centres must have a written policy for dealing with emergency evacuation of the examination room which will be subject to inspection by the JCQ Centre Inspection Service.

Emergency evacuation procedure

Actions taken in the event of an emergency evacuation of the examination room

At St Hilda's CE High School, the following actions (in accordance with ICE 25) are taken if an examination room has to be evacuated:

- Candidates are instructed to stop writing
- The attendance register is collected (in order to ensure all candidates are present)
- The examination room is evacuated in line with the instructions given by the appropriate authority
- Candidates are advised to leave all question papers and scripts in the examination room. Candidates are advised to close their answer booklet(s)
- Candidates are instructed to leave the room in silence
- Candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination
- The time of the interruption is noted and how long it lasted
- Candidates are allowed the remainder of the working time set for the examination once it resumes
- If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination

- A full report is made of the incident and of the actions taken (and retained on file if required by an awarding body)

For on-screen assessments:

- candidates must be closely supervised if an emergency evacuation of the assessment room occurs
- invigilators should refer to any software specific instructions to safeguard the security of the assessment content and candidates' responses (For example, pausing the assessment for all candidates and locking the evacuated assessment room without closing down the software)
- invigilators should understand the procedures for re-starting an on-screen assessment after an emergency evacuation of the assessment room, controlling the re-starting of the assessment, re-setting the timing and ensuring, where appropriate, candidates can access their previous responses Additional actions taken:
- In the event of a fire alarm, invigilators are trained to evacuate the examination room immediately by the nearest fire exit and escort candidates to the school yard and await further instructions.
- When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so
- Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point)
- Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see
- Invigilators are trained to record as much detail on the exam room incident log when able to do so (ensuring candidates are continually supervised and giving complete attention to this duty at all times) and to ensure the Exam's officer is fully briefed at the end of the examination(s) to enable a full report to be submitted to the awarding body/bodies
- Where not allowed to return to the examination room, or the decision is made by the appropriate authority that the examination(s) cannot be resumed, the centre's examination contingency plan will be invoked and invigilators/candidates briefed accordingly at the time

Roles and responsibilities

The role of the head of centre

- Ensure that the emergency evacuation policy for examinations is fit for purpose and complies with relevant health and safety regulation
- Ensure that any instructions from relevant local or national agencies are referenced and followed where applicable (ICE 25.1)
- Ensures any breach of question paper security or malpractice is reported to the awarding body **immediately** (ICE 25.5)

The role of the senior leader

- Where responsible for the centre-wide emergency evacuation procedure, ensure that all staff and appointed fire marshals are aware of the policy and procedures to be followed when an emergency evacuation of an examination room is required.

The role of the special educational needs coordinator (SENCo) or equivalent role

- Ensure that appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an examination room where different procedures or assistance may need to be provided for the candidate
- Ensure that the candidate is informed prior to taking their examinations of what will happen in the event of an emergency evacuation

The role of the exam's office/officer

- Ensure that invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensure that candidates are briefed prior to examinations taking place, on what will happen in the event of an emergency in the examination room
- Provide invigilators with a copy of the emergency evacuation procedure in every exam room
- Provide a standard invigilator announcement for each exam room which includes appropriate instructions for candidates about emergency procedures and what will happen if the fire alarm sounds
- Provide an exam room incident log in every examination room
- Liaise with relevant staff prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Brief invigilators prior to each examination session where different procedures or assistance may need to be provided for a disabled candidate
- Ensure that appropriate follow-up is undertaken after an emergency evacuation, reporting the incident to the awarding body and the actions taken
- Ensure a full report of the incident is produced and retained on file if required by an awarding body (ICE 25.4)
- Ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged (ICE 25.7)

The role of invigilators

- By attending training and/or update sessions, ensure they understand what to do in the event of an emergency in the examination room
- Follow the actions required in the emergency evacuation procedure issued to them for every examination room
- Confirm with the Exam's officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating
- Record details on the exam room incident log to support follow-up reporting to the awarding body by the Exam's officer (see below)

Other responsibilities:

Not applicable.

The role of other centre staff

The senior leader, ALS lead/SENCo, Examinations Officer and invigilators are involved in ensuring the safe emergency evacuation of exam rooms.

Recording details

As soon as practically possible and safe to do so, the following details will be recorded (see **Roles and Responsibilities** for the members of staff who will record these details):

- The actual time of the start of the interruption
- The actions taken
- The actual time the exam(s) resumed
- The actual finishing time(s) of the resumed exam(s) Further details which may also be

recorded include:

- A report on candidate behaviour throughout the interruption/evacuation
- A judgement on the impact on candidates after the interruption/evacuation

Exam's Archiving

Purpose of the policy

The purpose of this policy is to:

- identify exams-related information/records held by the exam's office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management policy/data retention policy

Where a particular record or information type is not held in, or not applicable to St Hilda's CE High School, this is indicated.

Access arrangements information

Record(s) description

Any hard copy information kept by the EO relating to an access arrangement candidate.

Retention information/period

To be returned to ALS lead/SENCo as records owner at end of the candidate's final exam series. **Action at the end of retention period (method of disposal)** Records moved into the archive area.

Alternative site arrangements**Record(s) description**

Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.

Retention information/period

Exams related information is kept with the EO, until after the post-results service deadline has passed.

Action at the end of retention period (method of disposal)

Records are confidentially destroyed or stored in archive area.

Attendance registers copies**Record(s) description**

Any hard copy information generated on an alternative site arrangement. Notifications submitted online via CAP.

Retention information/period

(Reference ICE 12... 22: ...keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. The centre must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later... keep a copy of the attendance register until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later)

Action at the end of retention period (method of disposal)

Confidential waste/shredding

Awarding body Exam's administration information**Record(s) description**

Any hard copy publications provided by awarding bodies.

Retention information/period

To be retained until the current academic year update is provided.

Action at the end of retention period (method of disposal)

Confidential disposal

Candidates' scripts

Record(s) description

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.

Retention information/period

To be logged on return to the centre and immediately returned to subject staff as records owner.

To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically)

(Reference GR 3.15: ...store safely and securely all non-examination assessments, including controlled assessments, coursework or portfolios, retained in, or returned to, the centre until the deadline for a review of moderation has passed or until a review of moderation, an appeal or a malpractice investigation has been completed, whichever is later. This includes materials stored electronically. See paragraph 4.8 of the JCQ publication Instructions for conducting non - examination assessments <https://www.jcq.org.uk/Exam'soffice/non-examination-assessments>)

Action at the end of retention period (method of disposal)

Confidential disposal

Candidates' work

Record(s) description

Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period.

Retention information/period

Action at the end of retention period (method of disposal)

Returned to candidates or safe disposal

Centre consortium arrangements for centre assessed work

Record(s) description

Any hardcopy information generated or relating to consortium arrangements for centre assessed work. Applications submitted online via CAP.

Retention information/period

Exams-related information is held in the centre and is retained for the very least until after the deadline for review of results or other results enquiries (or the resolution of any outstanding reviews/appeals or malpractice investigations) for the relevant exam series.

Action at the end of retention period (method of disposal)

Confidential disposal

Certificates

Record(s) description

Candidate certificates issued by awarding bodies.

Retention information/period

Records retained in accordance with - Reference GR 5.14: ...retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue)

Action at the end of retention period (method of disposal)

Confidential disposal

Certificate destruction information

Record(s) description

A record of unclaimed certificates that have been destroyed.

Retention information/period

Records retained in accordance with the requirements of GR - (Reference GR 5.14: ...destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of

destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results... (Where an awarding body issues a replacement certificate, or a Certifying Statement of Results, this will provide an accurate and complete record of results for all qualifications covered by the original certificate...

...return any certificates requested by the awarding bodies. Certificates always remain the property of the awarding bodies.)

Action at the end of retention period (method of disposal)

Confidential disposal

Certificate issue information

Record(s) description

A record of certificates that have been issued.

Retention information/period

Records retained in accordance with the requirements of GR (Reference GR 5.14: ...distribute certificates to all candidates without delay and regardless of any disputes (such as non-payment of fees). Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued...)

Action at the end of retention period (method of disposal)

Confidential disposal

Confidential materials: initial point of delivery logs

Record(s) description

Logs recording awarding body confidential exam materials received by an authorised member of staff at the initial point of delivery and the secure movement of packages by an authorised member of staff to the secure room for transferal to the centre's secure storage facility.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Confidential materials: receipt, secure movement, checking and secure storage logs

Record(s) description

Logs recording confidential exam materials received (including encrypted materials received via email or downloaded from an awarding body's secure extranet site), checked and placed in the secure storage facility by the Exam's officer (or other authorised member of centre staff) throughout the period the materials are confidential

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Conflicts of interest records

Record(s) description

Records demonstrating the management of conflicts of interest

Retention information/period

The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.)

Action at the end of retention period (method of disposal)

Confidential disposal

Dispatch logs

Record(s) description

Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Entry information

Record(s) description

Records demonstrating the management of conflicts of interest

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Exam question papers**Record(s) description**

Question papers for timetabled written exams.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Issued to subject staff.

Exam room checklists**Record(s) description**

Checklists confirming exam room conditions and invigilation arrangements for each exam session.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Exam room incident logs**Record(s) description**

Logs recording any incidents or irregularities in exam rooms for each exam session.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Exam stationery

Record(s) description

Awarding body exam stationery provided solely for the purpose of external exams.

Retention information/period

Return unused stationery to exam room for a later use.

Action at the end of retention period (method of disposal)

Confidential disposal

Examiner reports

Record(s) description

Examiner reports are given at the end of the exam period.

Retention information/period

To be immediately provided to head of department as records owner.

Action at the end of retention period (method of disposal)

Confidential disposal

Finance information

Record(s) description

Copy invoices for exams-related fees.

Retention information/period

Records to be returned to the Finance department

Action at the end of retention period (method of disposal)

Confidential disposal

Handling secure electronic materials logs

Record(s) description

Logs recording the arrangements applied when handling secure electronic materials provided by the centre and accessed by the Exam's officer.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Invigilation arrangements**Record(s) description**

Checklists confirming the exam room conditions and invigilation arrangements.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Invigilator and facilitator training records**Record(s) description**

Recording the information of all invigilation training.

Retention information/period

Keep a record for inspection purposes.

Action at the end of retention period (method of disposal)

Confidential disposal

Moderator reports**Record(s) description**

Moderator reports given at the end of exam season.

Retention information/period

Records given to head of departments.

Action at the end of retention period (method of disposal)

Confidential disposal

Moderation return logs**Record(s) description**

Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Overnight supervision information**Record(s) description**

The JCQ Overnight Supervision form is completed online using CAP. The JCQ Overnight Supervision

Declaration form is downloaded from CAP) for signing by the candidate, the supervisor and the head of centre Any hard copy information relating to overnight supervision arrangements. Reports submitted online via CAP.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Post-results services: confirmation of candidate consent information**Record(s) description**

Hard copy or email record of required candidate consent

Retention information/period

Consent forms or emails must be kept by the centre for at least 6 months.

Action at the end of retention period (method of disposal)

Confidential disposal

Post-results services: request/outcome information**Record(s) description**

Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Post-results services: tracking logs**Record(s) description**

Logs tracking to resolution all post-results service requests submitted to awarding bodies.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Private candidate information**Record(s) description**

Any hard copy information relating to private candidates' entries.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Proof of postage - candidates' work**Record(s) description**

Proof of postage of sample of candidates' work submitted to awarding body moderators.

(Proof of postage of candidates' scripts to awarding body examiners/markers)

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Resilience arrangements: Evidence of candidate performance**Record(s) description**

The collection of evidence of student performance to ensure resilience in the qualification system.

Retention information/period

Ofqual provides the following information: retention of the work - student work, either the original or copy, must always be retained by the centre. Student work can be retained digitally or physically. Students may be given copies or the original work, where this would support their study.

Action at the end of retention period (method of disposal)

Confidential disposal

Resolving timetable clashes

Record(s) description

Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Results information

Record(s) description

Broadsheets of public examination results summarising candidate final grades by subject by exam series.

Retention information/period

Records for current year plus previous 6 years to be retained as a minimum.

Action at the end of retention period (method of disposal)

Confidential disposal

Seating plans

Record(s) description

Plans showing the seating arrangements of all candidates for every exam taken.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Second pair of eyes check records/forms

Record(s) description

Records of the check that must take place by a second person.

Retention information/period

Exam-related information to be kept after post-results deadline.

Action at the end of retention period (method of disposal)

Confidential disposal

Special consideration information

Record(s) description

Any hard copy information relating to a special consideration application which has been submitted to an awarding body for a candidate and signed evidence produced by a senior leader in support of the application.

Retention information/period

The centre must retain this evidence until after the publication of results.)

Action at the end of retention period (method of disposal)

Confidential disposal

Suspected malpractice reports/outcomes

Record(s) description

Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.

Retention information/period

The centre must retain this evidence until after the publication of results.

Action at the end of retention period (method of disposal)

Confidential disposal

Transferred candidate arrangements

Record(s) description

Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP.

Retention information/period

The centre must retain this evidence until after the publication of results.

Action at the end of retention period (method of disposal)

Confidential disposal

Very late arrival reports/outcomes

Record(s) description

Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP.

Retention information/period

The centre must retain this evidence until after the publication of results.

Action at the end of retention period (method of disposal)

Confidential disposal

Any other records/documentation/materials

Record(s) description

Not applicable

Retention information/period

The centre must retain this evidence until after the publication of results.

Action at the end of retention period (method of disposal)

Confidential disposal

Any other records/documentation/materials

Record(s) description

Not applicable

Retention information/period

The centre must retain this evidence until after the publication of results.

Action at the end of retention period (method of disposal)

Confidential disposal

Food and Drink

Purpose of the policy

This policy confirms that St Hilda's CE High School reserves the right to exercise discretion whether to allow food and drink in the examination room, and confirms:

- the correct procedures are followed regarding food and drink in the examination room
- appropriate arrangements are in place for the management of food and drink in the examination room

Food and drink in the examination room

- Food and drink are allowed in the examination room at the discretion of the head of centre (ICE 18.4) To enable invigilators to check these items quickly and efficiently:
- food brought into the examination room by the candidate must be free of packaging and in a transparent container
- drink bottles must be transparent with all labels removed, which would include transparent, reusable plastic bottles (ICE 18.4)

The following arrangements are applied at St Hilda's CE High School:

Clear bottles with labels removed are allowed in the exam room for drink.

The only exception, is if we have a diabetic pupil. If this pupil needs a sugary drink, it will be poured into a cup and monitored by the invigilators.

Food will only be allowed with pupils who are diabetic. This will be monitored by the invigilators.

Roles and responsibilities

The role of the exam's office/officer

- Through briefings, ensure candidates are aware of the regulations, and centre-specific arrangements, relating to food and drink in the examination room
- Ensure invigilators are trained and aware of the regulations/centre-specific arrangements relating to food and drink in the examination room
- Escalate any issue or breach of centre-specific arrangements to the relevant senior leader for the application of internal sanction(s)
- Escalate any breach of JCQ regulations immediately to the head of centre (a breach of the regulations constitutes suspected or actual malpractice)

- Be vigilant in the examination room and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Record what has happened and actions taken using an incident log in relation to any breach of regulations/centre-specific arrangements regarding food and drink in the examination room (ICE 20.2)

Additional responsibilities:

The role of the head of centre

- Report to the awarding body immediately all cases of alleged, suspected or actual malpractice in connection with the examination (ICE 24.3)

Leaving the Examination

Purpose of the policy

The purpose of this policy is to confirm that candidates leaving the examination room at St Hilda's CE High School is managed in line with JCQ regulations.

This policy confirms:

- the correct procedures are followed in relation to candidates leaving the examination room
- St Hilda's CE High School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

Arrangements for leaving the examination room

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e., one hour after the awarding body's published starting time for that examination (ICE 23.1)
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination (ICE 23.2)
- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. (ICE 23.3)
- Candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.5)
- Candidates can only leave the examination room where necessary or where supervised rest breaks have been granted by the SENCo. The centre must ensure that candidates who leave the room do not have access to any unauthorised materials. (ICE 23.4)

- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room (ICE 23.6)
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room (ICE 23.7)
- Toilet facilities are searched prior to the examination start and prior to any child entering during the exam. Anything left in the toilet is removed at this time.

The following arrangements are applied at St Hilda's CE High School:

Pupils are not allowed to leave the exam room temporarily (e.g., toilet break) until one hour of the exam has passed. This is to avoid the disturbance of other pupils and minimise any potential malpractice breaches.

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence (ICE 23.5)

Candidates who need a toilet break, are feeling unwell, having panic attacks or any other special requirement.

Additional arrangements:

Not applicable.

Roles and responsibilities

The role of the exam's office/officer

- Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded

The role of the invigilator

- Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3)
- Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)
- Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.6)
- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.7)

The Chief Invigilator will record every event on the incident log, whatever the circumstances. If a pupil leaves the room due to rest break, or sudden unwellness/needing an emergency rest break, the time they are away will be added back when the return to the exam.

Lockdown

Definitions

For the purpose of this policy, the following definitions should be noted:

Lockdown

This is a protective measure implemented when there is a credible threat to the safety of candidates/students and staff. During a lockdown, individuals are instructed to remain inside the building and seek shelter in a secure location, away from the source of danger.

The purpose of a lockdown is to minimise exposure to potential harm and ensure the safety and wellbeing of everyone on site until the threat has been resolved or emergency services arrive.

Lockdown procedures may be activated in situations including:

- The presence of an unauthorised or suspicious individual on the grounds or within the building
- A violent, aggressive, or abusive parent/carers causing disruption
- A specific threat made against the centre or its occupants

All staff must be familiar with the centre's lockdown protocol and ensure candidates/students are guided calmly and efficiently to designated safe areas.

Communication with emergency services and internal coordination will be managed by the head of centre or designated safeguarding lead.

Invacuation

This is a safety measure used when there is a potential external threat in the surrounding area. While lockdowns are activated in response to immediate risks within or directly threatening the premises, invacuations are employed when it is safer for candidates/students, staff, and visitors to remain inside the building due to hazards outside.

Invacuation procedures are designed to ensure that all individuals are brought indoors promptly and remain inside until the external threat has passed or further guidance is provided by emergency services.

An invacuation may be applicable to exam candidates if they have left the exam room in the event of an emergency evacuation (for example, due to a fire alarm). Examples of situations requiring invacuation include:

- The presence of loose or potentially dangerous animals on the grounds

- Environmental hazards such as gas leaks, smoke, or chemical pollution in the vicinity
- Nearby incidents (e.g., police activity or civil disturbance) that may pose a risk if individuals exit the building

Staff are expected to follow the evacuation protocol calmly and efficiently, ensuring that all candidates/students are accounted for and safely indoors. The head of centre or designated safeguarding lead will oversee communication and coordination during such events.

Purpose of the policy

This policy details the measures taken at St Hilda's CE High School in the event of a centre lockdown during the conducting of examinations.

Lockdown procedures have been determined by consulting Protect UK, the Department for Education's guidance relating to School and college security and Martyn's Law.

Depending on the nature of the incident, a decision will be made to evacuate, invacuate (an inward evacuation) or use a protected space(s). However, this policy focuses specifically upon the actions, roles and responsibilities during an exams-related lockdown.

The Terrorism (Protection of Premises) Act 2025

Although St Hilda's CE High School is not classified as a high-risk venue under current legislation, we are committed to embedding the principles of Martyn's Law into our safeguarding and emergency preparedness framework. These include:

- **Risk awareness:** Staff being equipped to identify potential threats and recognise suspicious behaviour or activity that may pose a risk to students, staff and visitors
- **Emergency planning:** Maintaining clear, comprehensive, and regularly reviewed procedures to respond effectively to a range of emergency scenarios
- **Rapid response capability:** Training staff to act swiftly and appropriately in the event of an emergency to ensure the safety and protection of students, colleagues, and visitors

These principles underpin our broader approach to security and safeguarding, and will be reflected in staff training, policy reviews, and incident management protocols.

Compliance

To ensure that all staff at St Hilda's CE High School are meeting the requirements of the Terrorism (Protection of Premises) Act 2025, the following procedures are in place:

Evacuation (Getting people out of the building)

An evacuation of the exam room will be initiated when it is deemed safer for candidates and staff to leave the room and the building due to an internal threat such as fire, gas leak, structural damage, or other emergencies. This procedure ensures a swift, orderly, and safe exit to designated assembly points.

Step-by-step procedure:

1. Activation of alarm

- The fire alarm or emergency alert system will be triggered manually or automatically.
- Invigilators will immediately begin evacuation procedures without waiting for further instruction unless advised otherwise

2. Immediate response

- Candidates will be instructed to stop their examination and prepare to leave the exam room in line with the invigilator's instructions
- Invigilators will lead candidates out of the building via the nearest safe exit, avoiding lifts and blocked routes

3. Use of evacuation routes

- Pre-assigned evacuation routes and exits will be followed
- Invigilators will check the exam room (and any candidates who may have temporarily left the exam room) to ensure that no one is left behind

4. Assembly at designated point

- Invigilators will take candidates to the designated assembly point(s) outside the building
- Registers will be taken promptly to account for all candidates and invigilators
- Any missing candidates will be reported immediately to the senior leadership team or emergency services

5. Communication and co-ordination

- The head of centre or designated safeguarding lead will liaise with emergency services and provides updates
- Invigilators will supervise candidates and maintain calm until further instructions are given

6. Re-entry or dismissal

- No one will be permitted to re-enter the building until it has been declared safe by emergency personnel

Invacuation (Moving people to a safe place)

If candidates have been outside of the exam room, for example, for an emergency evacuation, or on a supervised rest break, they will be brought back into the exam room promptly and remain inside until the situation is resolved. The procedure will include:

1. Initial Alert

- The head of centre or designated safeguarding lead will assess the situation and initiate the invacuation protocol

- A clear announcement will be made via the centre's communication system (e.g., tannoy, radios, or internal messaging)

2. Movement Indoors

- All outdoor activities (for example, an emergency evacuation or supervised rest break) being undertaken by candidates sitting an examination will be halted immediately
- Candidates will be escorted indoors quickly and calmly, using the nearest safe entry point

3. Securing the Building

- External doors and windows will be closed and secured
- Access points will be monitored to prevent entry or exit until the all-clear is given

4. Internal Safety Measures

- Candidates and staff (invigilators) will remain in the exam room or designated safe area(s)
- Movement within the building will be restricted unless necessary
- Invigilators will take registers to account for all candidates and report any discrepancies to the exam's office/officer (unless instructed otherwise)

5. Communication

- The head of centre or designated safeguarding lead will maintain contact with emergency services and monitor updates
- Parents/carers will be informed if appropriate, depending on the nature and duration of the incident

6. All-Clear and Debrief

- Once the threat has passed, an all-clear message will be issued
- Candidates will resume their examination
- The incident will be reported to the relevant awarding body/bodies, and a short debrief may be conducted to review the response and identify any improvements

Lockdown procedure

Where a lockdown is required, the following procedures will be followed at St Hilda's CE High School:

Before an examination

As candidates are entering/waiting to enter the examination room:

Invigilators will:

- instruct candidates to enter the examination room immediately

- instruct candidates to remain silent, hide under desks or sit against a wall/around a corner but not near the door and to ensure mobile phones are on silent and non-vibrate mode
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- take an attendance register/head count if possible
- (If the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

A senior leader/authorised person will be present around the examination room area(s) and where safe/possible, communicate the situation to the exam's office/officer (via mobile phone/walkie talkie on silent and non-vibrate mode).

The Exam's office/officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

During an examination

When candidates are in the examination room:

Invigilators will:

- tell candidates to stop writing immediately and close their answer booklets
- collect the attendance register
- make a note of the time when the examination was suspended
- instruct candidates to remain silent, leave all examination materials on their desks and hide under desks
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Exam's officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- (If the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

Where safe/possible, the Exam's office/officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

If appropriate, where safe/possible, and following instruction from the appropriate authority, the Exam's office/officer and/or invigilators will initiate the emergency evacuation procedure.

Where safe/possible, the Exam's office/officer will collect all examination question papers and materials for safe/secure storage following advice from the appropriate awarding body/bodies.

After an examination

As candidates are leaving the examination room:

Invigilators will:

- stop dismissing candidates from the examination room
- instruct candidates who have left to re-enter the examination room
- instruct candidates to remain silent and hide under desks/tables
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Exam's officer
- (Ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the room
- (If the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

Where safe/possible, the Exam's officer will collate the information from all examination rooms and forward this to the head of centre immediately.

The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services.

Additional centre-specific procedures:

Not applicable.

Ending a lockdown

The lockdown will be ended by either:

- the sound of a defined alarm, or
- the identification/authorisation of emergency service officer/senior leader/head of centre entering the examination room

A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine.

Invigilators will undertake a head count/register and confirm attendance with the exam's office/officer/senior leader.

Where applicable and if advised to do so by a senior leader/head of centre, if there is sufficient time (and following JCQ regulations), candidates may be allowed to restart their examination.

Invigilators will:

- ask candidates to return to their desks, remind them they are under formal examination conditions and allow a settling down period
- allow candidates the full working time remaining for their examination
- recalculate the revised finish time(s)
- tell the candidates to open their answer booklets and re-start their examination
- amend the revised finish time(s) on display to candidates
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding body/bodies)

The Exam's office/officer will:

- safely/securely store all collected exam papers and materials pending awarding body advice/guidance and where this may be applicable:
- ensure appropriate follow-up is undertaken after the incident, reporting the incident to the awarding body and the actions taken, where this may be applicable
- where this may be applicable, ensure a full report of the incident is produced and retained on file if required by an awarding body
- where this may be applicable, ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged

Where applicable/possible/available, the senior leader/Exam's office/officer will:

- discuss any alternative examination sittings with the awarding body/bodies
- offer, arrange and provide support services to staff and candidates

At the earliest immediate opportunity, the head of centre will ensure that any breach of question paper security or malpractice is reported to the awarding body.

At the earliest opportunity, the senior leader/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes).

Where possible, Exam's staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support.

If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Roles and responsibilities

The role of the head of centre

- To ensure that vulnerability and space assessments are conducted to:
- Identify specific risks (for example, intruders, violent or aggressive individuals or incidents happening in the local area)
- Consider different times of the day/during an examination when candidates may be more dispersed across the site or away from the exam room (for example, during a supervised rest break, a toilet break)
- Highlight areas centre where an attacker might carry out an attack, and where the easiest places to gain access are
- Assess how many candidates can be accommodated in a particular (safe) area (for example, the exam room)
- Ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates
- Arrange appropriate training for all exams-related staff in evacuation, invacuation and lockdown procedures
- Ensure candidates are aware of the procedures relating to an evacuation, invacuation and lockdown, particularly those arriving late for an examination who cannot access the examination room due to it being locked down
- Ensure all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the room becomes unsafe
- Provide written invacuation and lockdown procedures for examination room/invigilator use
- Inform the relevant emergency service(s) immediately in the case of any potential threat to the safety of Exam's staff and candidates

The role of the senior leader

- Assume responsibility for Exam's staff and candidates taking examinations during an invacuation/lockdown
- Arrange training/drills for examination candidates on invacuation and lockdown procedures
- Inform parents/carers about the centre's Lockdown Policy in relation to the conducting of examinations
- Have a presence around examination room areas prior to the start of each examination session
- Liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during an invacuation/lockdown
- Use the examination room attendance register(s) to compile a list of any candidates not accounted for

Additional responsibilities:

Staff and invigilators are given yearly lockdown training. Pupils are informed during an assembly.

The role of the exam's office/officer

- Train invigilators in the centre's invacuation and lockdown procedure(s) (This should also include identifying all access and egress points within exam rooms, an awareness of the design of the locking device within each room and if there is more than one invigilator, whose role it would be to secure the exam room)
- Where safe/possible, liaise with senior leaders/invigilators in all examination rooms during an invacuation/lockdown
- Assist with invacuation/lockdown training for staff and students where applicable to the conducting of examinations

The role of the invigilator

- Be aware of the centre's invacuation/lockdown procedure(s)
- Complete attendance registers as soon as possible so candidates can be identified in the event of an invacuation/lockdown
- Where safe/possible, to communicate with the exam's office/officer during an invacuation/lockdown to confirm the situation in a particular examination room
- Where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight

Malpractice

Introduction

What are malpractice and maladministration?

'Malpractice' and 'maladministration' are distinct but related concepts, the common theme being that they involve a failure to follow the rules of an examination or assessment. This policy and procedure use the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations, and/or
- a breach of awarding body requirements regarding how a qualification should be delivered, and/or a failure to follow established procedures in relation to a qualification which:
- gives rise to prejudice to candidates, and/or
- compromises public confidence in qualifications, and/or compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate, and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

Candidate malpractice

'Candidate malpractice' normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or nonexamination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination. (SMPP 2)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre, or
- an individual appointed in another capacity by a centre, such as an invigilator, a Communication

Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2)

Centre malpractice

'Centre malpractice' normally involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 1.9). (SMPP 2)

Purpose of the policy

To confirm St Hilda's CE High School:

- has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use of AI (e.g., what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice) (GR 5.3)

General principles

In accordance with the regulations St Hilda's CE High School will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11)
- inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (Which includes maladministration) in accordance with the current JCQ document **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

St Hilda's CE High School has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)
- This includes ensuring that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:
 - General Regulations for Approved Centres 2025-2026
 - Instructions for conducting examinations (ICE) 2025-2026
 - Instructions for conducting coursework 2025-2026
 - Instructions for conducting non-examination assessments 2025-2026
 - Access Arrangements and Reasonable Adjustments 2025-2026
 - A guide to the special consideration process 2025-2026
 - Suspected Malpractice: Policies and Procedures 2025-2026 (this document)
 - Plagiarism in Assessments
 - AI Use in Assessments: Protecting the Integrity of Qualifications
 - Post Results Services June 2025 and November 2025
 - A guide to the awarding bodies' appeals processes 2025-2026
 - Guidance for centres on cyber security

(SMPP 3.2)

Informing and advising candidates how to avoid committing malpractice in examinations/assessments Candidates are informed in lessons whereby AI tools may be used, such as any NEA based subjects.

Assemblies are given informing pupils of the malpractice rules.

Pupils who have NEA, are given consent forms to sign indicating it is their own work.

The risk of using AI or it being used undetected means it does not show the pupils own produced work. Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments will be unaffected by

developments in AI tools as students will not be able to use such tools when completing these assessments.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs) for General Qualifications, coursework and internal assessments. This document is primarily intended to provide guidance in relation to these assessments.

- AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.
- While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.
- AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:
 - Answering questions
 - Analysing, improving, and summarising text
 - Authoring essays, articles, fiction, and non-fiction
 - Writing computer code
 - Translating text from one language to another
 - Generating new ideas, prompts, or suggestions for a given topic or theme
 - Generating text with specific attributes, such as tone, sentiment, or formality

As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for

Approved Centres <https://www.jcq.org.uk/Exam's-office/general-regulations/> students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content

reflects their own independent work. Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students'

progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures <https://www.jcq.org.uk/Exam's-office/malpractice/> The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

AI use in assessments

Students complete the majority of their exams and a larger number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs). JCQ's guidance which is designed to help students and teachers to complete NEAs, coursework and other internal assessments successfully is followed in relation to these assessments.

The following JCQ support resources will also be used to help teachers understand and prevent AI misuse and to help students to better understand the rules for use of AI in assessments: Information Sheet for Teachers, Senior Leader Presentation for Teachers, Poster for Students, Teacher Presentation for Students.

Candidates will be issued with of the JCQ **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document prior to completing their work/prior to signing the declaration of authentication.

Identification and reporting of malpractice

Escalating suspected malpractice issues

Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels. (SMPP 4.3)

Teachers must not accept work which is not the student's own. Ultimately the Head of Centre has the responsibility for ensuring that students do not submit inauthentic work.

If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation.

Senior Leader, Elizabeth Cowdell, Deputy Head, Any Smith will investigate any accusations of AI use. and Procedures (<https://www.jcq.org.uk/Exam's-office/malpractice/>)

Reporting suspected malpractice to the awarding body

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ document **Suspected Malpractice: Policies and Procedures** (SMPP 4.1.3)
- The head of centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Candidate malpractice offences relating to the content of work (i.e., inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication, do not need to be reported to the awarding body. Instead, they will be dealt with in accordance with the centre's internal procedures.
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g., possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported using a JCQ M1 to the relevant awarding body. If, at the time of the malpractice, there is no entry for that candidate (who the centre intended to enter), the centre is required to submit an entry by the required entry deadline. (SMPP 4.5)

- If, in the view of the investigator, there is sufficient evidence that an individual may have committed malpractice, that individual (the candidate or the member of staff) will be informed of all the required information and the accused individual informed of their rights and responsibilities (SMPP 5.333.4)
- Once the information gathering has concluded, the head of centre (or other appointed information gatherer) will submit a written report to the relevant awarding body summarising the information obtained and actions taken, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Communicating malpractice decisions

Once a decision has been made, it will be communicated in writing to the head of centre as soon as possible. The head of centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The head of centre will also inform the individuals if they have the right to appeal. (SMPP 11.1) Additional information:

Not applicable.

Appeals against decisions made in cases of malpractice

St Hilda's CE High School will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ document **A guide to the awarding bodies' appeals processes**

Managing Behaviour

Purpose of the policy

The purpose of this policy is to confirm that candidate behaviour in the examination room at St Hilda's CE High School is managed in line with JCQ regulations.

Briefing candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, St Hilda's CE High School will:

ensure the JCQ **Information for candidates' documents** (coursework, non-examination assessments, onscreen tests, social media and written examinations) and awarding body privacy notices are distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place. (GR 5.8)

ensure candidates are also made aware of the content of the JCQ **Unauthorised items and Warning to candidates'** posters (GR 5.8)

prior to assessments and/or examinations taking place, ensure candidates are briefed to reinforce what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments (GR 5.8)

At St Hilda's CE High School candidates are made aware of JCQ information/briefed by:

a special assembly led by the Exam's Officer and Senior leader.

Candidate malpractice

- 'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP 1.2)
- Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP 2)
- 'Candidate malpractice' normally involves malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the completion of any examination (SMPP 2)
- Inappropriate behaviour by a candidate in the examination room or assessment session is deemed 'candidate malpractice'
- Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.7)

Examples of inappropriate behaviour/actions that constitute 'candidate malpractice' are provided in the final section of this policy.

Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at St Hilda's CE High School:

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave
- Candidates must not talk to, attempt to communicate with or disturb other candidates once they have entered the examination room. If they do, this must be reported to the relevant awarding body
- Candidates must not open the question paper until the examination begins. If they do, this must be reported to the relevant awarding body (ICE 19.1)
- Where a candidate is being disruptive, the invigilator must warn the candidate that they may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

- The head of centre, or authorised members of staff, have the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room (ICE 24.1)
- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination, including candidates, invigilators and centre staff, using the relevant JCQ forms (ICE 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ document Suspected Malpractice: Policies and Procedures (ICE 24.4)
- In cases of suspected malpractice, examination scripts must be packed as normal with Form JCQ/M1 being submitted separately to the relevant awarding body (ICE 24.6)

Roles and responsibilities

The role of the invigilator

- Be vigilant and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Warn a disruptive candidate that they may be removed from the examination room (ICE 24.1)
- Record what has happened and actions taken on the exam room incident log (ICE 24.1)

The role of the exam's office/officer

Ensure that the JCQ **Information for candidates'** documents (coursework, non- examination assessments, on-screen tests, social media and written examinations) are distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place and that candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidate's posters (GR 5.8)

Ensure when conducting examinations that the JCQ **Unauthorised items and Warning to candidates'** posters are displayed in a prominent place for all candidates to see prior to entering the examination room (GR 5.8)

Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

The role of the head of centre

- Where a candidate is seriously disrupting others, makes the decision (or authorised members of staff
- make the decision) to remove the candidate from the examination room (ICE 24.1)
- Report to the awarding body immediately all cases of alleged, suspected or actual malpractice in connection with the examination, including candidates, invigilators and centre staff, by completing the relevant JCQ forms (ICE 24.3)

Additional responsibilities:

Not applicable.

The role of the senior leader

- Ensure support is provided for the Exam's officer and invigilators when dealing with disruptive candidates in examination rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Examples of 'candidate malpractice'

These include (but are not limited to):

Introduction of unauthorised material into the examination room

Own blank paper - used for rough work; used for final answers

Calculators, dictionaries (when prohibited) - not used; used or attempted to use

Bringing into the examination room notes in the wrong format or prohibited annotations - notes/annotations go beyond what is permitted but do not give an advantage / content irrelevant to subject; notes/annotations are relevant and give an unfair advantage; notes/annotations introduced in a deliberate attempt to gain an advantage

Unauthorised notes, study guides and personal organisers - content irrelevant to subject; content relevant to subject; relevant to subject and evidence of use

Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, smart glasses, smart devices, Air Pods, earphones and headphones) - not in the candidate's possession but make a noise in the examination room; in the candidate's possession but no evidence of being used by the candidate; in the candidate's possession and evidence of being used by the candidate

Watches (not smartwatches) - in candidate's possession

Breaches of examination conditions

A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations - minor non-compliance: e.g., sitting in a non-designated seat / continuing to write for a short period after being told to stop; major non-compliance: e.g., refusing to move to a designated seat / significant amount of writing after being told to stop; repeated non-compliance

Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations - leaving examination early (no loss of integrity) / removing script from the examination room, but evidence of the integrity was maintained; removing

script from examination room but with no proof that the script is safe / taking home materials; deliberately breaking a timetable clash supervision arrangement / removing script from the examination room and with proof that the script has been tampered with / leaving examination room early so integrity is impaired

Disruptive behaviour in the examination room or assessment session (including use of offensive language) - minor disruption lasting a short time / calling out, causing noise, turning around; repeated or prolonged disruption / unacceptably rude remarks / being removed from the examination room / taking another's possessions; warnings ignored / provocative or aggravated behaviour / repeated or loud offensive comments / physical assault on staff or property

Exchange, obtaining, receiving, or passing on information (or the attempt to) which could be examination related

Verbal communication - isolated incidents of talking before the start of the examination or after papers have been collected; talking during the examination about matters not related to the exam / accepting examination related information; talking about examination related matters during the exam / whispering answers to questions

Communication - passing/receiving written communications which clearly have no bearing on the assessment; accepting assessment related information; passing assessment related information to other candidates / helping one another / swapping scripts

Offences relating to the content of candidates' work

The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non- examination assessments or portfolios; Isolated offensive words or drawings; Frequent offensive words or drawings / isolated obscenity or offensive comments directed at an individual or group; Frequent obscenities / discriminatory language, remarks or drawings directed at an individual or group

Plagiarism: unacknowledged copying from or reproduction of third party sources (including the internet and AI tools); incomplete referencing - minor amount of plagiarism/poor referencing in places; plagiarism from work listed in the bibliography or referenced/acknowledged / or minor amount of plagiarism from a source not listed in the bibliography or referenced/acknowledged; plagiarism from work not listed in the bibliography or referenced/acknowledged / or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced/acknowledged

(Taken from SMPP, Appendix 6)

Non-examination Assessment (including controlled assessment and coursework)

Introduction

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking (NEA 1)

The regulator's definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified as any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

Instructions for conducting coursework for use in CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications are provided in the JCQ document Instructions for conducting coursework.

Instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments for use in the vocational and technical qualifications listed are provided in the JCQ document Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

Purpose of the policy

This policy confirms the JCQ requirement that St Hilda's CE High School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes how candidates' work will be authenticated.

Awarding bodies require each centre to have a non-examination assessment policy in place to:

- cover procedures for planning and managing non-examination assessments

- define staff roles and responsibilities with respect to non-examination assessments
- manage risks associated with non-examination assessments (NEA 1)

Procedures for planning and managing non-examination assessment identifying staff roles and responsibilities

Where reference is made in these procedures to non-examination assessment, this is intended to include all non-examination assessment components, controlled assessment (where applicable) and coursework.

The basic principles

Head of centre role and responsibilities:

Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest versions of Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and Instructions for conducting coursework, and confirms:

- all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
- (Where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
- Ensures the centre's policy is robust and fit for purpose and covers all types of non-examination assessment
- Ensures the centre's internal **appeals procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessment (including endorsements) which comply with the JCQ documents **Instructions for conducting non-examination assessments** (GCE &
- GCSE/VTQs), **Instructions for conducting coursework** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessment (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria

- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process

Ensure the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs), **Instructions for conducting coursework** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)

Work with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and **Instructions for conducting coursework**
- Where instructions may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments and coursework, including any subject specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the Exam's officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exam's office/officer role and responsibilities:

- Signpost the annually updated JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and **Instructions for conducting coursework** to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessments and coursework

Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher role and responsibilities:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates

Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

Task taking

Supervision

Subject teacher role and responsibilities:

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents Information for candidates - nonexamination assessments and Information for candidates - social media
- Ensure candidates understand and comply with the regulations in relevant JCQ Information for candidates' documents Ensure candidates:
 - understand that information from all sources must be referenced
 - receive guidance on setting out references
 - are aware that they must not plagiarise other material

Advice and feedback

Subject teacher role and responsibilities:

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task

- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher role and responsibilities:

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (www.jcq.org.uk/Exam's-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator
- By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources, etc.
- Ensures candidates understand how all sources included in work that is submitted for assessment must be acknowledged

Word and time limits

Subject teacher role and responsibilities:

- Refers to the awarding body's specification to determine whether there are minimum and/or maximum time and word limits

Collaboration and group work

Subject teacher role and responsibilities:

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work

- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

Authentication procedures - how candidates' work is authenticated Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and ensures that this takes place as soon as the candidate has completed the assessment
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ documents Instructions for conducting non-examination assessments (GCE & GCSE/VTQs) and/or Instructions for conducting coursework and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher role and responsibilities:

- Obtain informed consent at the beginning of the course from parents or carers if videos, photographs or images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ documents Instructions for conducting nonexamination assessments/coursework unless the awarding body's specification gives different subject specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ **documents Instructions for conducting nonexamination assessments/coursework**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document Information for candidates - social media)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained
- Consider the contingency of candidates' work being backed-up on two separate devices, including one offsite back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking - externally assessed components

Conduct of externally assessed work

Subject teacher role and responsibilities:

Liaise with the Exam's officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ **document Instructions for conducting examinations**

- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component
- Exam's office/officer role and responsibilities:
- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ document Instructions for conducting examinations

Submission of work

Subject teacher role and responsibilities:

- Pays close attention to the completion of the attendance register, if applicable
- Exam's office/officer role and responsibilities:
- Provide the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened Despatch the work to the awarding body's instructions by the required deadline

Task marking - internally assessed components

Marking and annotation

Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g., son/daughter)

- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

Subject teacher role and responsibilities:

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- (Does not use artificial intelligence as the sole means of marking candidates' work)
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g., ECTs, supply staff etc.) Ensure accurate internal standardisation - for example by:
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
- making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Subject teacher role and responsibilities:

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Consortium arrangements for centre assessed NEA components

(If joint teaching arrangements are applicable to the centre)

Subject lead role and responsibilities:

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- If the consortium lead, liaises with the Exam's officer to ensure the relevant awarding body is informed that the centre is part of a consortium by submitting Form JCQ/CCA Centre consortium arrangements for centre assessed work for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed Subject teacher role and responsibilities:
- Provides marks to the Exam's officer to the internal deadline
- Provides the moderation sample to the Exam's officer to the internal deadline
- Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Exam's office/officer role and responsibilities (where the centre is the consortium lead):

Where the centre is the consortium lead:

- submits an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal (CAP) by no later than the published deadline for each exam series affected
- submits marks for home centre candidates to the awarding body deadline
- where relevant, liaises with the other Exam's officers in the consortium to arrange dispatch of a single moderation sample to the awarding body deadline Submission of marks and work for moderation Subject teacher role and responsibilities:
- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the Exam's officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the Exam's officer to the internal deadline

- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the Exam's officer with any supporting documentation required by the awarding body

Exam's office/officer role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline Ensure that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
 - Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
 - Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Exam's office/officer role and responsibilities:

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - the process

Subject teacher role and responsibilities:

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation - feedback

Subject lead role and responsibilities:

- Check the final moderated marks when issued to the centre when the results are published
- Check any moderator reports/feedback forms and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exam's office/officer role and responsibilities:

- Access or signpost any moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements and reasonable adjustments

Subject teacher role and responsibilities:

- Work with the SENCo (or equivalent role) to ensure any access arrangements for eligible candidates are applied to assessments

SENCo (or equivalent) role and responsibilities:

- Follow the regulations and guidance in the JCQ document **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessment
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the Exam's officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the Exam's officer to report loss of work to the awarding body

Exam's office/officer role and responsibilities:

Refer to/directs relevant staff to the JCQ document **A guide to the special consideration process**:

- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

Malpractice

Head of centre role and responsibilities:

Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff

- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document **Suspected Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher role and responsibilities:

- Is aware of the JCQ **Notice to Centre - Sharing NEA material and candidates' work**
- Ensure candidates understand what constitutes malpractice in non-examination assessments/coursework

- Ensure candidates understand the JCQ **documents Information for candidates - non-examination assessments/coursework assessments**
- Ensure candidates understand the JCQ document **Information for candidates - social media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exam's office/officer role and responsibilities:

Signpost the JCQ document **Suspected Malpractice: Policies and Procedures** to the head of centre

- Signpost to relevant staff the JCQ Notice to Centres - Sharing NEA material and candidates' work
- Signpost candidates to the relevant JCQ information for candidates' documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre role and responsibilities:

- Is familiar with the JCQ document Post-Results Services
- Ensure the centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Subject lead role and responsibilities:

- Provide relevant support to subject teachers making decisions about reviews of results

Subject teacher role and responsibilities:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the Exam's officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exam's office/officer role and responsibilities:

- Is aware of the individual post-results services available for externally assessed and internally assessed components as detailed in the JCQ document Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline

Endorsements

Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)

Head of centre role and responsibilities:

Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement.

Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

Ensure the appropriate arrangements are in place for internal standardisation of assessments

Subject lead role and responsibilities:

- Confirm understanding of the **Spoken Language Endorsement for GCSE English Language specifications** and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher role and responsibilities:

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (**Pass, Merit, Distinction or Not Classified**) and the storage and submission of recordings

Exam's office/officer role and responsibilities:

- Follow the awarding body's instructions for the submission of grades and recordings

Practical Skills Endorsement for the A Level Sciences (designed for use in England)

Head of centre role and responsibilities:

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

QA lead/Lead internal verifier (or equivalent) role and responsibilities:

- Ensures arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the standards appropriately Subject lead role and responsibilities:
- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in

England and ensures any relevant JCQ/awarding body instructions are followed

- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit.

Subject teacher role and responsibilities:

Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement

Overnight Supervision

Purpose of the policy

This purpose of this policy is to confirm that St Hilda's CE High School:

- follows the correct procedures when considering the arrangements for a candidate entered for multiple examinations timetabled for the same day
- reserves the right to exercise discretion when considering allowing a candidate to take an examination the following morning
- has appropriate arrangements in place to maintain the security and integrity of the examination(s)

Overnight supervision arrangements

When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is:

- more than six hours for GCE examinations (AS, A2, A-level), including approved extra time allowances and/or supervised rest breaks, or
- more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks

candidates may, at the centre's discretion, be allowed to take an examination scheduled for the afternoon session the following morning, including Saturdays. (ICE 8.1)

- These arrangements do not apply where a GCSE candidate has five and a half hours or less of examinations in one day or where a GCE AS or A-level candidate has six hours or less of examinations in one day (ICE 8.3)
- Overnight supervision arrangements should only be applied as a last resort and only once all other options have been exhausted (ICE 8)
- The head of centre must be satisfied with any necessary arrangement for overnight supervision of a candidate and must accept full responsibility for the security of the examination throughout (ICE 8)
- Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable (ICE 8.1)
- The overnight supervision arrangements must ensure that the candidate does not have advance warning of the content of the examination that is deferred until the following morning. This means the candidate must not meet or communicate with anyone who may have knowledge of the content. This includes email, internet, online streaming services, printed media, radio, social media (including messaging apps), telephone or television (ICE 8.6)
- If the candidate opts to sit all examinations in one day, then the supervised break between each examination can be more than 20 minutes. The supervised break may be conducted in an alternative location within the centre.
- Where the supervised break is conducted outside of the examination room, the candidate may revise using their own resources. However, the candidate must not:
 - be in possession of an electronic communication or storage device or have access to the internet
 - have contact with any candidate who has sat the examination
 - be coached by a member of centre staff

A member of centre staff, or an invigilator, must always be in the same room as the candidate. The invigilator must not be the subject teacher for the rescheduled examination. (ICE 8.2)

Roles and responsibilities

The role of the head of centre

- Ensure where a candidate takes an examination the following morning, a member of centre staff or an invigilator is appointed to supervise the candidate at all times while they are on the premises sitting examinations (ICE 8.4)
- Be satisfied that the arrangements maintain the integrity and security of the examination (ICE 8.8)
- Inform the relevant awarding body immediately of any known or suspected contravention of the arrangements for overnight supervision of a candidate (ICE 8.8)

The role of the Exam's office/officer

- Discuss with an affected candidate all possible options to resolve, within the same day, their timetable clash of multiple examinations, only applying overnight supervision arrangements as a last resort and only once all other options have been exhausted (ICE 8)
- Rearrange any examination that cannot be taken in the scheduled afternoon session for the following morning, ensuring if an examination is deferred from Friday afternoon, it is taken the following morning i.e., Saturday morning (ICE 8.10)
- Ensure the JCQ **Overnight Supervision and Overnight supervision declaration forms** are completed before the overnight supervision is to commence (ICE 8.7)
- Confirm the supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent, carer or centre staff, determining a method of supervision which ensures the candidate's wellbeing (ICE 8.5)
- Download the JCQ **Overnight supervision declaration** form for signing by the candidate, the supervisor and the head of centre (ICE 8.7)
- Inform the parties involved that any infringement of the conditions governing overnight supervision arrangements may lead to the awarding body being unable to accept the script and/or the application of sanctions as detailed in the JCQ document **Suspected Malpractice: Policies and Procedures** (ICE 8.8)
- Keep all completed forms available for inspection until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later, and not send to an awarding body, unless specifically requested (ICE 8.8)
- Ensure where a candidate takes an examination the following morning, the candidate is under centre supervision from 30 minutes after the awarding body's published starting time for the delayed examination and ensure there is no contact with other candidates (ICE 8.4)
- If a candidate is allowed to take an examination on a later day than other candidates at the centre, ensure all copies of the question paper used on the scheduled day of the examination are sealed in an envelope and returned to the centre's secure storage facility until all candidates have taken the examination (ICE

Private Candidates

Purpose of this Policy

This policy outlines the centre's position regarding private (external) candidates in accordance with:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations (ICE)
- Awarding body regulations
- The Equality Act 2010
- The centre's safeguarding and data protection policies

The Head of Centre retains overall responsibility for all examinations conducted within the centre.

Definition of a Private Candidate

A private candidate is defined as a candidate who is not on roll at the centre but wishes to enter for examinations through the centre.

Centre Position on Private Candidates

St Hilda's CE High School does not accept private candidates under any circumstances.

The centre:

- Does not process entries for external candidates
- Does not administer examinations for candidates not on roll
- Does not assess access arrangements for private candidates
- Does not accept non-examination assessment (NEA) submissions from private candidates

This position ensures:

- Compliance with JCQ regulations
- Effective safeguarding arrangements
- Proper supervision and authentication of candidate work
- Protection of centre resources and staffing capacity

Individuals seeking to enter as private candidates should contact centres that are registered to accept external candidates.

Centre Right to Withdraw Entry

As the centre does not accept private candidates, no entries will be made on behalf of external applicants.

For internal candidates, the centre reserves the right to withdraw an examination entry where:

- Fees remain unpaid
- There is evidence of malpractice
- There is a serious breach of centre regulations
- A safeguarding concern arises

All decisions will be made in accordance with JCQ regulations and awarding body guidance.

Payment Schedule and Refund Policy

As the centre does not accept private candidates:

- No payment arrangements are in place for external entries.
- The centre does not accept examination entry payments from individuals not on roll.

For internal candidates:

- Entry fees must be paid in line with the centre's published charging policy.
- Late fees may apply where entries are submitted after awarding body deadlines.
- Refunds will only be issued where permitted by the awarding body and where fees can be recovered.

Access Arrangements

The centre does not assess or process access arrangements for private candidates.

Access arrangements are only assessed and applied for candidates who:

- Are on roll at the centre
- Have established evidence of need
- Meet JCQ criteria for normal way of working

Contingency Arrangements (Emergency Closures)

The centre maintains an Examination Contingency Plan in accordance with JCQ requirements.

In the event of:

- Severe weather
- Public health incidents
- Site closure
- National disruption
- IT system failure

The centre will:

- Follow JCQ contingency guidance
- Liaise with awarding bodies
- Communicate with candidates and parents/carers

- Implement alternative arrangements where required

As the centre does not accept private candidates, contingency communications apply only to candidates on roll.

Safeguarding

The centre's safeguarding procedures apply to all candidates on roll.

As private candidates are not permitted on site for examinations:

- No safeguarding arrangements are required for external candidates.
- The centre does not supervise external individuals for examination purposes.

Malpractice

All malpractice procedures are conducted in line with JCQ regulations.

The centre will:

- Investigate suspected malpractice
- Report cases to awarding bodies where required
- Apply sanctions in line with regulatory guidance

This applies only to candidates entered by the centre.

Appeals Procedure

As the centre does not accept private candidates, external individuals cannot access the centre's examination appeals process.

For internal candidates:

- Appeals must follow the centre's published Internal Appeals Procedure.
- Appeals relating to centre decisions must be submitted in writing within the stated deadline.
- Appeals relating to awarding body decisions must follow awarding body procedures.

Data Protection

The centre processes candidate data in accordance with:

- UK GDPR
- Data Protection Act 2018
- Centre Data Protection Policy

As private candidates are not accepted:

- The centre does not collect or store examination data for external applicants.

Conflicts of Interest

The centre manages conflicts of interest in accordance with JCQ General Regulations.

As private candidates are not accepted, conflicts relating to external applicants do not arise.

Special Considerations

Introduction

Special consideration can only be awarded where a candidate has been fully prepared for assessments and covered the entire course but their ability to demonstrate their subject knowledge and understanding is materially affected by adverse circumstances beyond their control at the time of the assessment(s).

A centre must decide whether the candidate meets the published criteria for special consideration. An awarding body cannot determine the candidate's eligibility and make the decision for the centre.

Applications must only be processed where they are supported by the centre and the candidate meets the published criteria for special consideration with evidence in place.

If the centre does not support an online application for special consideration, then it must not be submitted to the relevant awarding body or bodies. Speculative applications for special consideration cannot be accepted.

Where a candidate does not meet the published criteria for special consideration, the awarding body will reject the application and provide clear reasons for doing so.

Centres must not submit applications for special consideration for trivial cases.

Special consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for a qualification or a unitised examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the qualification. (SC 1)

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms St Hilda's CE High School will submit any application for special consideration where candidates meet the published criteria. (GR 5.9)

Eligibility for special consideration

- Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control (SC 2.1)
- Special consideration must be applied for at the time of the assessment (SC 2)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ document **A guide to the special consideration process** (SC 2.3)

Roles and responsibilities

The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication **A guide to the special consideration process**
- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the Exam's office/officer

The role of the Exam's office/officer

- Refer to the criteria detailed in the JCQ document **A guide to the special consideration process** to determine where a candidate is/is not eligible for special consideration
- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

The role of the senior leader

- Authorise appropriate evidence to support all eligible applications (SC 6)
- Ensure that if the centre does not support an application for special consideration, it will not be submitted to the relevant awarding body

The role of other staff

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration

Additional responsibilities:

Not applicable.

The role of an affected candidate (or parent/carer)

- Provide any medical or other evidence that may be required to confirm eligibility for special consideration

Applying for special consideration

At St Hilda's CE High School, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ document **A guide to the special consideration process**.

For candidates who are present for the assessment but disadvantaged St Hilda's CE High School must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment.

Examples where a candidate/candidates may be eligible for special consideration include:

A candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- the candidate is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 6.9)
- special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)
- Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 6 hours (GCE and Level 3 exams) or more than 5 hours 30 minutes (GCSE, Level 1 and Level 2 exams) including any approved extra time but not any time taken for supervised rest breaks, special consideration for an allowance on the last paper taken will be applied for (SC 3.3)
- Serious disturbance during the examination (SC 2.1)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour, a mobile phone ringing, or a momentary fire alarm (SC 2.3)

(In accordance with SC 1: A centre must not submit applications for special consideration for trivial cases. Examples of trivial cases which would not warrant special consideration include, but are not limited to: a bird tweeting outside the examination room; a lorry reversing; a toilet being flushed; doors in a corridor adjacent to the examination room opening and closing; very short, momentary noise from, for example, aeroplanes, helicopters, lawn mowers)

Candidates who are absent from a timetabled component or unit for acceptable reasons

If a candidate is absent for acceptable reasons, and St Hilda's CE High School is prepared to support an application for special consideration, special consideration will be applied for if

the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (SC 4)

For unitised examinations taken in an examination series prior to certification, candidates must be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g., group performances which cannot be repeated, special consideration will not be awarded. (SC 4) **Other issues**

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in **A guide to the special consideration process** and applied for where eligible. This may include, for example:

- Other certification (SC 5)
- Shortfall in work (coursework/non-examination assessment) (SC 5)
- Lost or damaged work (non-examination assessment components) (SC 5)
- Candidates issued with an incorrect or incomplete question paper, set the wrong coursework or nonexamination assessment task or taught the wrong set text (SC 5)

Where a candidate may be eligible for special consideration (a post-assessment adjustment) in other vocational qualifications, St Hilda's CE High School will follow A guide to special consideration (7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

The role of the head of centre

- Ensure, before any applications are processed, that the centre is satisfied that the candidates' circumstances warrant special consideration, as set out within the JCQ document **A guide to the special consideration process** (SC 6)
- Ensure that any applications for special consideration where candidates meet the published criteria and are sufficiently evidenced will be submitted to the relevant awarding body (SC 6)

The role of the Exam's office/officer

- Ensure applications are processed as required by the awarding bodies
- Ensure a candidate/candidate (or a parent/carer) understands that all cases must be dealt with by the centre (SC 6)
- Ensure that special consideration is applied for at the time of the assessment
- Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition
- Keep evidence to support all applications on file until after the publication of results and provide the appropriate evidence signed by a member of the senior leadership team to support an application where this may be requested by an awarding body (SC 6)
- Meet the awarding body deadline(s) for submitting applications

Submitting applications for special consideration

At St Hilda's CE High School, where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in **A guide to the special consideration process**.

In cases of online applications for special consideration, the candidate/candidates will be informed when an application for special consideration is submitted to the awarding body (to ensure compliance with the UK GDPR/Data Protection Act 2018).

Evidence to support all applications will be retained on file until after the publication of results.

Timetabled written examinations

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)
- A single application to cover all examinations affected where a candidate is present but disadvantaged and a separate application for each day on which examinations are missed where a candidate is absent from an examination for an acceptable reason will be submitted
- Form 14 Self certification form (Self certification for candidates who have missed an examination) will only be completed by a candidate/parent/carer where circumstances warrant this and will not be used where the centre knows the candidate was ill

Internally assessed work

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or Form 10 (**Application for special consideration**) will be completed and submitted to the awarding body
- Where an application relates to a shortfall in work for an individual candidate, this will be submitted by completing Form 10, attached to a breakdown of marks across the assessment objectives

Applications post-publication of results

If, after the publication of results for a particular examination series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a senior leader is able to produce compelling evidence to support a late application. The application must be submitted before the deadline for reviews of results for the respective exam series.

Word Processor

Introduction

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The following principles are applied to access arrangements at St Hilda's CE High School:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AARA 4.2.1)
- Although access arrangements/adjustments are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AARA 4.2.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos (or equivalent role) must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis. (AARA 4.2.3)
- The SENCo (or equivalent role) must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate. (AARA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before their first examination. (AARA 4.2.7)

Purpose of the policy

This policy details how St Hilda's CE High School complies with AARA, chapter 4 (Managing the needs of candidates - principles for centres), section 5.8 (Word processor) and ICE, sections 14.20-27 Word processors (computers, laptops and tablets) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The criteria St Hilda's CE High School uses to award and allocate word processors for examinations and assessments

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

Exceptions

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates St Hilda's CE High School will:
- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text switched off where it is their normal way of working within the centre (AARA 5.8.1)
- award the use of a word processor to candidates where appropriate to their needs (AARA 5.8.4). For example, a candidate with a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand; poor handwriting (This list is not exhaustive)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AARA
- 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AARA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AARA 4.2.3)
- process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AARA 4.2.4)
- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AARA 5.8.2) St Hilda's CE High School will not:
- simply grant the use of a word processor to a candidate because they now want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home (AARA 5.8.4) Additionally the use of a word processor would be considered for a candidate:
- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AARA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AARA 5.8.4)

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated as follows:

- by either sitting in the main exam room; same row as other pupils, who also need a word processor or in individual rooms, due to their other needs.

In compliance with the regulations, St Hilda's CE High School:

- provides a word processor with the spelling and grammar check and predictive text switched off, unless an awarding body's specification says otherwise (ICE 14.20)
- (Where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of a laptop or tablet before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that the centre number, candidate number and the unit or component code appear on each page as a header or footer e.g., 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer, once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g., page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop or tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

St Hilda's CE High School will ensure the word processor:

(ICE 14.25)

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites or spreadsheets

- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)
- does not include AI tools
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

Portable storage medium

St Hilda's CE High School will ensure that any portable storage medium (e.g., a memory stick) used:

(ICE 14.25)

- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam has ended

St Hilda's CE High School will ensure:

(ICE 14.25)

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions) (ICE 14.26)
- if a candidate omits to insert the required header or footer, they are instructed to handwrite the details as a header or footer; the candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22) St Hilda's CE High School:
- may retain electronic copies of word-processed scripts as the electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the electronic file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body (ICE 14.27)

Allocating word processors at the time of the assessment

Appropriate exam-compliant word processors will be allocated by:

- the IT department in liaison with the SENCo (or equivalent role) and the Exam's officer

In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:

- the cohort will be split into two groups
- one group will sit the exam earlier than or later than the awarding body's published start time
- the security of the exam will be maintained at all times and candidates will be supervised in line with ICE 7

Procedures

Access to scripts, ROR & Appeals

Introduction

Following the issue of results, awarding bodies make post-results services available.

The JCQ post-results services currently available are detailed below.

Access to Scripts (ATS)

Centres may request copies of scripts to support:

- reviews of marking; and/or
- teaching and learning

Requests must be submitted online via the awarding bodies' extranet sites.

Information on deadlines for Access to Scripts is found on awarding bodies' websites.

Reviews of Results (RoRs)

- Service 1 (Clerical re-check): This is the only service that can be requested for multiple choice tests
- Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE AS, A-level and GCSE specifications. It is also available for Level 1, 2 and 3 Vocational and Technical qualifications.
- Priority Service 2 (Review of marking): This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications. For NCFE this service only applies to T-levels.
- Service 3 (Review of moderation): A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample

- Requests must be submitted online via the awarding bodies' extranet sites.

Appeals:

- The appeals process is available after receiving the outcome of a review of results

Purpose of the procedures

The purpose of these procedures is to confirm how St Hilda's CE High School deals with candidates 'requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies in compliance with JCQ regulations (GR 5.13).

Details of these procedures are made widely available and accessible to all candidates by: Letters are sent home prior to the examinations and again on results day.

The arrangements for post-results services

- Candidates must be made aware of the arrangements for post-results services prior to the issue of results (GR 5.13)
- A review of moderation cannot be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (PRS 4.3)
- The appeals process is available after receiving the outcome of a review of results (PRS 5.1) At St Hilda's CE High School:
- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking (GR 5.13, PRS 4.1) Candidates are made aware/informed by:
- Letters are sent home prior to the examinations and again on results day.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by the examinations officer.

Dealing with requests

- All post-results service requests from internal candidates must be made through the centre (GR 5.13)

At St Hilda's CE High School the process to request a service is:

- completing a Post-Results Services application form with consent and payment available from examinations officer

Candidate consent

Candidates must provide their **written consent** for clerical re-checks, reviews of marking, and any subsequent appeal, and access to scripts services offered by the awarding bodies **after** the publication of examination results (GR 5.13)

(As applicable, it will be ensured that any private candidates are made aware that all post-results service requests can be made directly through the relevant awarding body) St Hilda's CE High School will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a clerical re-check, a review of marking, and any subsequent appeal, or an access to scripts service request is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results
- Retain consent forms or e-mails from candidates for at least six months following the outcome of a clerical re-check or review of marking or any subsequent appeal (PRS 4.2)
- Retain consent/permission forms or e-mails from candidates to request and use their scripts for at least six months (PRS Appendix B)

Additional centre-specific actions:

Not applicable

Submitting requests

St Hilda's CE High School will:

- Submit requests electronically for clerical re-checks, reviews of marking, reviews of moderation and access to scripts by the published deadline(s) in accordance with the JCQ document Post-results services (GR 5.13)
- Submit requests for appeals in accordance with the JCQ document A guide to the awarding bodies' appeals processes (GR 5.13)
- Confirm the awarding body's acknowledgement of receipt of a review of results request prior to the deadline for submission of post-results services and regularly check the progress of the request online (PRS 4.5)

Additional centre-specific actions:

Not applicable

Dealing with outcomes

St Hilda's CE High School will:

- Ensure outcomes of clerical re-checks, reviews of marking, reviews of moderation and appeals are made known to candidates as soon as possible (GR 5.13) Candidates will be notified by:
- by being emailed/phoned/posted a copy of the outcome notification from the examination board

Managing disputes

At St Hilda's CE High School any dispute/disagreement will be managed by the senior leadership team or Head of Centre.

Candidate Identification

Purpose of the procedure

The purpose of this procedure is to confirm that St Hilda's CE High School:

- verifies the identity of all students that it enters for examinations or assessments (GR 5.6)
- has processes in place to be satisfied that all candidate identities have been checked (GR 5.6)
- has written procedures in place to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)

Process to check candidate identity

Internal candidates

The identity of students on roll at St Hilda's CE High School is checked as part of the initial registration process. (GR 5.6) The process is:

- To have SLT, the EO, and Head of Houses available before pupils enter exam room, to identify the pupils
- A member of St Hilda's staff is present at the start of the examination and confirms the identity of any child with a face covering.
- To ensure regular invigilators are used, who can identify the pupils
- To have printed pictures from Sims, of the pupils on each exam desk

Private candidates

The identity of any student who has not received any tuition at St Hilda's CE High School but who may be accepted to enter examinations as a private candidate will be checked by a verification process which involves photo-ID. (GR 5.6)

At St Hilda's CE High School:

- our policy is not to accept private candidates.

Procedure detailing how the identity of all candidates sitting examinations is confirmed

Invigilators are able to establish the identity of all candidates sitting examinations in accordance with this procedure and by following the arrangements in place for them to carry out adequate checks. (ICE 16) The process at St Hilda's CE High School is:

- A seating plan is placed on the notice boards and outside the examination room.
- Candidates are seated in alphabetical order

- Candidates ID cards are placed on the desks
- Members of the SLT and teaching staff are outside the examination room at the start of the examination to assist with identification

The following arrangements are also in place:

- A private or external candidate or a transferred candidate who is not known to the centre will be asked to show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g., a passport or photographic driving licence (ICE 16.5)
- Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes (ICE 16.6)
- Invigilators will be informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded (ICE 16.8)

Roles and responsibilities

The role of the Exam's office/officer

- Through training, ensure invigilators are aware of the procedure for confirming the identity of all candidates sitting examinations (ICE 16.1)
- Prior to the examination, inform a private or external candidate or a transferred candidate who is not known to the centre that they must show photographic documentary evidence to prove that they are the same person who entered or registered for the examination or assessment, e.g., passport or photographic driving licence. (ICE 16.5)
- Inform candidates prior to their first examination that where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate will be approached by a member of staff of the same gender and taken to a private room where they will be politely asked to remove the religious clothing for identification purposes and that once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination (ICE 16.6-7)
- Prior to the beginning of the examination, brief invigilators on those candidates with access arrangements and make them aware of the access arrangement(s) awarded (ICE 16.8)

Certificate Issue Procedure & Retention

Introduction

Certificates are provided by awarding bodies after examination results have been confirmed. Certificates always remain the property of the awarding bodies.

Purpose of the procedure/policy

The purpose of this procedure/policy is to confirm how St Hilda's CE High School issues examination certificates to candidates and the policy for the retention of any unclaimed/uncollected certificates in compliance with JCQ regulations.

Issue of certificates

St Hilda's CE High School will:

- obtain and maintain accurate candidate contact information to ensure the correct and secure despatch of certificates (GR 5.14)
- distribute certificates to all candidates without delay and regardless of any disputes (GR 5.14)
- not withhold any certificate without prior permission from the relevant awarding body which will only be given in very exceptional circumstances (GR 5.14)
- keep a record of the certificates that are issued (GR 5.14)
- return any certificates requested by the awarding bodies as certificates always remain the property of the awarding bodies (GR 5.14)

The receipt of certificates from awarding bodies and arrangements for the issue of certificates to candidates is managed by Sarah Jones - Examinations Officer.

Arrangements for the issue of certificates

Certificates will be awarded to candidates at an awards evening. Uncollected certificates must be collected in person and will only be issued upon signature of the candidate.

It is the responsibility of the candidate to check the personal details and grade information on each certificate.

Candidates are informed of the arrangements for the issue of certificates as follows:

- Students are informed to check the personal details on the statement of entries as that will be the details printed on the certificate(s).

Where unable to claim/collect certificates under the normal arrangements

If candidate is unable to collect in person, the candidate must give written consent allowing someone else to collect their certificate on their behalf and bring the written consent and identification to collect and sign for the certificate(s).

Record of issued certificates

Certificates are kept in the order of the year the examinations were taken place in alphabetically order with a whole year class list printed for when the candidate to sign upon receiving their certificates. Certificates are kept in files in the Exam's store room.

Additional information:

Not applicable.

Retention of certificates

St Hilda's CE High School will:

- retain securely all unclaimed certificates for a minimum of 12 months from the date of issue (GR 5.14)
- destroy any unclaimed certificates after retaining them for a minimum of 12 months (GR 5.14)
- destroy certificates in a confidential manner or may return them to the respective awarding body (GR 5.14)
- retain a record of certificates that have been destroyed for four years from their date of destruction (This record will list the candidate number, the awarding body, the qualification(s) and the examination series) (GR 5.14)
- (Where applicable) inform candidates that some awarding bodies do not offer a replacement certificate service and in such circumstances the awarding body will issue a Certifying Statement of Results which will provide an accurate and complete record of results for all qualifications covered by the original certificate (GR 5.14)

The retention of unclaimed or uncollected certificates is managed by Sarah Jones - Examinations Officer.

Retention policy

After the 7 years have passed, certificates are then archived in a security storage.

Escalation

Introduction

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that St Hilda's CE High 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 and assessment administration, be absent (GR 5.3).

This process also supports St Hilda's CE High 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. (GR 5.3)

Purpose of the process

The purpose of the process is to confirm where responsibility will be escalated to ensure continued compliance with JCQ regulations.

Before examinations/assessments

Planning

Responsibility for ensuring compliance will be escalated to

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 St Hilda's CE High School.

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 areas of compliance relate to:

- The agreement between the centre and awarding bodies (GR 3)
- Third party agreements
- Centre status
- Confidentiality
- Resilience and contingency arrangements
- Cyber security
- Retention of candidates' work
- Communication
- The responsibility of the centre (GR 5): Centre management
- 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 and other information requirements
- Centre inspections
- Policies available for inspection

Personal data, freedom of information and copyright (GR 6) Reference information:

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

- A guide to the special consideration process
- Access Arrangements and Reasonable Adjustments
- AI Use in Assessments: Your role in protecting the integrity of qualifications
- Guidance for centres on cyber security
- Instructions for conducting coursework
- Instructions for conducting examinations

- Instructions for conducting non-examination assessments (GCE and GCSE specifications)
- Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)
- Notice to Centres – Informing candidates of their centre-assessed marks
- Plagiarism in Assessments – Guidance for Teachers/Assessors
- Suspected Malpractice – Policies and Procedures Additional JCQ document for reference:
- JCQ Centre Inspection Service Changes

Centre-specific reference information:

Examinations Officer, Sarah Jones and Line Manager, Elizabeth Cowdell, meet regularly to discuss the planning of future examinations.

Entries and Pre-Exams

Responsibility for ensuring compliance will be escalated to

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 St Hilda's CE High School.

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 areas of compliance relate to:

The responsibility of the centre (GR 5)

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allow accurate entries to be submitted to the awarding bodies)
- Centre assessed work (including that candidates' work is backed-up and considering the contingency of candidates' work being backed-up in the event of IT system corruption and cyber-attacks; ensuring appropriate controls are in place which allow accurate internally assessed marks to be submitted to the awarding bodies)
- Candidate information

Reference information:

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

- General Regulations for Approved Centres (5)

- Instructions for conducting examinations (1-15)
- Access Arrangements and Reasonable Adjustments (6-8) Additional JCQ documents for reference:
- Key Dates
- Guidance Notes for Transferred Candidates
- Alternative Site guidance notes
- Guidance notes for overnight supervision of candidates with a timetable variation
- Guidance Notes – Centre Consortium Arrangements
- Information for candidates' documents
- Exam Room Posters

Centre-specific reference information:

Examinations Officer, Sarah Jones and Line Manager, Elizabeth Cowdell, meet to discuss examination entries. The senior leadership team, EO and Head of centre, meet to discuss any issues regarding entering pupils, i.e.: option subjects or AEPs.

Curriculum leaders give input on who is being entered for the exams and sign a marksheet with exam details and list of pupil's names. The marksheets are kept on record. Once pupils are entered, timetables are sent out home.

During examinations/assessments

Exam time

Responsibility for ensuring compliance will be escalated to

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 St Hilda's CE High School.

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)

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.

Main areas of compliance relate to:

The agreement between the centre and the awarding bodies (GR 3)

- Retention of candidates' work

The responsibility of the centre (GR 5)

Conducting examinations and assessments

- Malpractice
- Reference information:

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

- General Regulations for Approved Centres (3, 5)
- Instructions for conducting examinations (16-31)
- Access Arrangements and Reasonable Adjustments (8)
- A guide to the special consideration process (2-7) Additional JCQ document for reference:
- Guidance Notes – Very Late Arrival

Centre-specific reference information:

Examinations Officer, Sarah Jones ensure the Exams are upheld to JCQ standards. Support is given from SLT for the lining up of pupils. Invigilators are trained to a high standard and follow the rules set by the EO. A designated member of SLT is allowed in the exam room (except when their subject is on), to check identities of pupils.

After examinations/assessments

Results and Post-Results

As a contingency, the centre has at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. The National Centre Number Register is provided with the senior designated contact details (this might include a personal mobile number and/or email address). These are the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 3.18, 5.3)

Responsibility for ensuring compliance will be escalated to

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 St Hilda's CE High School.

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 areas of compliance relate to:

The responsibility of the centre (GR 5)

- Results
- Post-results services and appeals
- Certificates

Reference information:

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

General Regulations for Approved Centres (5) Additional JCQ documents for reference:

- JCQ Release of results notice
- JCQ Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)

Centre-specific reference information:

Examinations Officer, Sarah Jones and the Chief Invigilator, work together to mark the attendance registers and ensure all pupils who were present have a script. Scripts are sealed and either securely stored until collection or collected, to be sent to awarding bodies.

Internal Appeals Procedure

Internal assessment decisions

Introduction

Certain qualifications contain components/units of non-examination assessment, controlled assessment and/or coursework which are internally assessed (marked) by centres and internally reviewed/standardised. The marks awarded (the internal assessment decisions) which contribute to the final grade of the qualification are then submitted by the deadline set by the awarding body for external moderation.

The moderation process carried out by the awarding body may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre's marking is in line with national standards. The mark submitted to the awarding body is subject to change and should, therefore, be considered provisional.

The qualifications delivered at St Hilda's CE High School containing internally assessed components or units are:

- GCE, GCSE, BTEC Level 3 National Certificate, BTEC Tech Award, OCR Cambridge National, OCR Cambridge Technical, Entry Level Certificate, Functional Skills.

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at St Hilda's CE High School for dealing with appeals relating to internal assessment decisions.

This procedure ensures compliance with JCQ regulations which state that centres must:

- have in place for inspection, that must be reviewed and updated annually, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates
- before submitting marks to the awarding body, inform candidates of their centre-assessed marks and allow a candidate to request a review of the centre's marking

Principles relating to centre assessed marks

The head of centre/senior leader(s) at St Hilda's CE High School will ensure that the following principles are in place in relation to marking the work of candidates:

- A commitment to ensuring that whenever teaching staff mark candidates' work, that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents
- All centre staff follow a robust policy regarding the management of non-examination assessments including controlled assessments and coursework which details the procedures relating to relevant qualifications delivered in the centre, including the marking and quality assurance/internal standardisation processes which relevant teaching staff are required to follow
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity and do not have any potential conflicts of interest (If AI tools have been used to assist in the marking of candidates' work, they will not be the sole marker)
- A commitment to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body (Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking)
- On being informed of their centre-assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the marking standards to the marking, then the candidate may make use of the appeals procedure below to consider whether to request a review of the centre's marking

Procedure for appealing internal assessment decisions (centre-assessed marks)

The head of centre/senior leader(s) at St Hilda's CE High School will:

- Ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of work submitted
- Inform candidates that they may request copies of materials (as a minimum, a copy of the marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment

- Having received a request for copies of materials, promptly make them available to the candidate (this will either be the originals viewed under supervised conditions or copies) within the period of time as specified (see Deadlines below)
- Provide candidates with sufficient time to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review, they will need to explain what they believe the issue to be
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline (see Deadlines below)
- Require candidates to make requests for a review of centre marking by completing an internal procedure form
- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks (see Deadlines below)
- Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
- Inform the candidate in writing of the outcome of the review of the centre's marking
- Ensure the outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- Ensure a written record of the review is kept and made available to the awarding body upon request
- Ensure the awarding body is informed if the centre does not accept the outcome of a review

Appeals against decisions to reject a candidate's work on the grounds of malpractice

The JCQ **Information for candidates' documents** (Coursework, Non-examination assessments, social media) which are distributed to all candidates prior to assessments taking place, inform candidates of the things they must and must not do when they are completing their work.

The JCQ **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document is issued to candidates prior to assessments taking place (and prior to a candidate signing the declaration of authentication which relates to their work).

The centre ensures that staff delivering/assessing coursework, internal assessments and/or non-examination assessments are aware of centre procedures relating to the authentication of learner work and have robust processes in place for identifying and reporting plagiarism (including AI misuse) and other potential candidate malpractice.

Candidate malpractice offences relating to the content of work (i.e., inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of

authentication do not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g., possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the declaration of authentication, must be reported to the awarding body.

If there are doubts about the authenticity of the work of a candidate or irregularities are identified in a candidate's work before the candidate has signed the declaration of authentication/authentication statement (where required) and malpractice is suspected, St Hilda's CE High School will:

Follow authentication procedures and/or malpractice instructions in the relevant JCQ document (Instructions for conducting non-examination assessments/Instructions for conducting coursework) and any

supplementary guidance that may be provided by the awarding body. Where this may lead to the decision to not accept the candidate's work for assessment or to reject a candidate's coursework on the grounds of malpractice, the affected candidate will be informed of the decision. If a candidate who is the subject of the decision disagrees with the decision:

a written request, setting out as clearly and concisely as possible the grounds for the appeal including any further evidence relevant to supporting the appeal, an internal appeals form should be completed and submitted 30 working days of the decision being made known to the appellant. The appellant will be informed of the outcome of the appeal:

- within 30 working days of the appeal being received and logged by the centre.

Deadlines and timescales

- 2 weeks
- line of the deadline set by the awarding bodies
- 1 week after the outcome

Internal Appeals Procedure

Reviews of Results and Appeals

Introduction

Following the issue of results, awarding bodies make post-results services available (see below for details of how these are managed at St Hilda's CE High School).

If teaching staff at St Hilda's CE High School or a candidate (or their parent/carer) have a concern that a result may not be accurate, post-results services may be considered.

The JCQ post-results services currently available are detailed below.

Reviews of Results (RoRs):

- Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking) - This service is available for externally assessed components of both unitised and linear GCE A-level specifications. It is also available for Level 3 Vocational and Technical qualifications (For NCFE this service only applies to T-Levels)
- Service 3 (Review of moderation) - This service is not available to an individual candidate **Access to Scripts (ATS):**
- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Purpose of the procedure

The purpose of this procedure is to confirm the arrangements at St Hilda's CE High School for dealing with candidate appeals relating to any centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation, or an appeal.

This procedure ensures compliance with JCQ regulations (GR 5.13) which state that centres must have available for inspection and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical re-check, a review of marking, a review of moderation or an appeal.

Post-results services

At St Hilda's CE High School:

- Candidates are made aware of the arrangements for post-results services prior to the issue of results
- Candidates are also informed of the periods during which senior members of centre staff will be available immediately after the publication of results so that results may be discussed, and decisions made on the submission of reviews of marking

Candidates are made aware/informed by:

- Letters sent home. Pupils are also directed to the school website.

Full details of the post-results services, internal deadline(s) for requesting a service and the fees charged (where applicable) are provided by:

- The Exam's Officer, Sarah Jones, on results day.

Centre actions in response to a concern about a result

Where a concern is expressed that a particular result may not be accurate, St Hilda's CE High School will:

- Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information, etc., when made available by the awarding body, to determine if the concern may be justified

For **written** components that contributed to the final grade, St Hilda's CE High School will:

- Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking (where the qualification concerned is eligible for this service)

In all other instances:

Consider accessing the script by:

- requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline, or
- (Where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
- Collect written consent/permission from the candidate to access their script
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified
- Collect written consent from the candidate to request the Review of Results service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body

For **moderated** components that contributed to the final grade St Hilda's CE High School will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult any moderator report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a Review of Results service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for all candidates in the original sample

Candidate consent

St Hilda's CE High School will:

- Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
- Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
- Only collect candidate consent after the publication of results

Centre actions in the event of a disagreement (dispute)

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, St Hilda's CE High School will:

- For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
- For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required administration fee) for the centre to access the script from the awarding body
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by:

- completing internal appeals form at least
- within the deadline state by awarding bodies prior to the internal deadline for submitting a request for a review of results.
- The appellant will be informed of the outcome of the appeal:
- before the internal deadline for requesting a Review of Results

Appeals

Following a Review of Results outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal.

The JCQ documents **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the **JCQ Appeals Booklet**. To submit an internal appeal:

- An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result
- Subject to the head of centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of the awarding body issuing the outcome of the review of results process
- Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the Exam's officer)
- If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre

Plan

Exam's Contingency

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the examination and assessment process.

By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on processes at St Hilda's CE High School.

Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the document 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted', the **JCQ Joint Contingency Plan** for the Examination System in England, Wales and Northern Ireland and the JCQ document **Preparing for disruption to examinations**.

This plan details how St Hilda's CE High School complies with the JCQ's **General Regulations for Approved Centres** (5.3 Centre management) by having in place for inspection that must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre:

- a contingency plan which covers all aspects of examination/assessment administration and delivery

Contingency arrangements

The centre **must** have an up to date written contingency plan.

The contingency plan **must** cover all aspects of examination/assessment administration and delivery. Senior leaders **must** have robust contingency arrangements in place that will minimise the risk to examination/assessment administration and delivery and any adverse impact on candidates.

The plan **must** cover the following scenarios:

- the head of centre, relevant senior leader(s) with oversight of examination and assessment administration, SENCo (or equivalent role), examinations officer or any other key staff essential to the examination process being absent at a critical stage of the examination cycle
- the potential impact of other events such as flooding which could lead to all or parts of the centre becoming unavailable
- potential issues with the centre's IT systems

As part of the contingency plan the centre **must** identify an alternative site or alternative sites which can be used if examinations cannot be conducted at the registered address. Larger centres may require more than one potential alternative site or different sites for different year groups.

The centre **must** have at least one senior member of staff (senior designated contact) who is available to manage emergency requests from awarding bodies that are results related during the summer holidays. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

The centre **must** ensure where candidates' work is produced electronically it is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up via the Cloud. Appropriate security arrangements must be implemented which protect candidates' work in the event of IT system corruption and cyber-attacks. (GR 3.17-19)

Operating across more than one centre

As the head of centre and/or examinations officer operates across more than one centre, the head of centre will ensure there is suitable senior leadership team and examinations officer support in place, so they can meet their obligations across all centres for which they are responsible in relation to recruitment, selection, training and support of staff. The arrangements covered in this contingency plan relate to the following centres: St Hilda's CE High School and The Robbie Fowler Academy. **National Centre Number Register and other information requirements**

The head of centre will ensure that the centre completes the National Centre Number Register annual update by the end of October every year (even if there are no changes to centre details) which includes providing senior designated contact details (this might include a personal mobile number and/or email address). These must be the contact details of someone who can be reached in an emergency if the centre is closed over the summer and who can mobilise resources to respond to the issue. (GR 5.3)

Head of centre/senior leader(s) with oversight of examination and assessment administration absence at a critical stage of the exam cycle

Where the head of centre may be absent at a critical stage of the examination cycle, main duties and responsibilities will be escalated in accordance with the centre's written escalation process.

Possible causes of disruption to the exam process

Exam's officer extended absence at a critical stage of the exam 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
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-Exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential 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

Exam time

- Exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of post-results services

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Have the Exam's officer update the line manager (Liz Cowdell) fortnightly. List tasks started and finished, in progress or scheduled. To ensure deadlines are met and that the exam series is successful, all information required must be easily accessible and clearly marked for Headteacher to obtain. Liz Cowdell (Assistant Headteacher) to cover Exam Officer. Andy Smith (Deputy Headteacher) to cover Liz Cowdell.

SENCo (or equivalent role) extended absence at a critical stage of 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
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

Pre-Exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate supports not arranged for exam rooms

Centre actions to mitigate the impact of the disruption listed above

The centre will:

Ensure SEND team and EO to work together at all stages to ensure everything is in place and that St Hilda's can provide continuity at all times – monthly meeting.

Teaching staff (or other key staff essential to the examination process) extended absence at a critical stage of the exam cycle

Criteria for implementation of the plan Key tasks not undertaken including:

- Early/estimated entry information not provided to the Exam's officer on time; resulting in pre-release information not being received
- Final entry information not provided to the Exam's 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
- Non-examination assessment tasks (including controlled assessment and coursework) not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- That the Headteacher, HOF's, Teachers and EO all involved in the process and aware of the deadlines
- Parents, Carers and Students sent statement of entries in January

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 to mitigate the impact of the disruption listed above

The centre will:

- Support staff trained as Invigilators
- Two training sessions per year, including training during the mocks

Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice

Criteria for implementation of the plan

- Exam's officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days