



# Exams Policy

Policy reviewed: May 2025

Next review: May 2026

Link Manager: Mrs Rainey, Deputy Headteacher

Governor Committee: Standards & Achievements

## Contents

Purpose of the policy .....	8
Roles and responsibilities overview .....	8
Resilience and contingency arrangements .....	9
Cyber security .....	10
Recruitment, selection, training and support .....	10
External and internal governance arrangements .....	11
Escalation Process .....	11
Delivery of qualifications.....	11
Public liability .....	11
Conflicts of interest .....	11
Controlled assessments, coursework and non-examination assessments.....	11
Security of assessment materials.....	12
National Centre Number Register and other information requirements.....	12
Centre inspections .....	12
Policies available for inspection .....	13
Child Protection/Safeguarding Policy (Exams).....	13
Conflicts of Interest .....	14
Data Protection Policy (Exams) .....	14
Equalities Policy .....	14
Contingency Plan.....	14
Internal Appeals Procedure.....	14
Malpractice Policy .....	14
Non-examination Assessment (including controlled assessments and coursework) Policy .....	15
Whistleblowing Policy (Exams).....	15
Word Processor Policy (Exams) .....	15
Access arrangements and reasonable adjustments .....	15
Access Arrangements Policy.....	15
Malpractice.....	16
Personal data .....	16
The exam cycle.....	18
Planning: roles and responsibilities .....	18
Secure materials.....	18
Information sharing .....	18
Information gathering .....	19
Access arrangements .....	19
Alternative Rooming Arrangements Policy (Exams) .....	20
Internal assessment and endorsements .....	20
Invigilation.....	21
Entries: roles and responsibilities.....	22
Estimated entries.....	22
Final entries .....	22

Final entries collection and submission procedure .....	22
Entry fees .....	22
Late entries.....	22
Private candidates .....	23
Candidate statements of entry .....	23
Pre-exams: roles and responsibilities .....	23
Access arrangements and reasonable adjustments .....	23
Briefing candidates .....	23
Access to Scripts, Reviews of Results and Appeals Procedures .....	24
Dispatch of exam scripts .....	24
Estimated grades.....	24
Internal assessment and endorsements .....	24
Invigilation.....	25
JCQ Centre Inspections .....	25
Seating and identifying candidates in exam rooms.....	25
Candidate Identification Procedure.....	25
Security of exam materials .....	25
Timetabling and rooming.....	26
Overnight Supervision Arrangements Policy .....	26
Alternative site arrangements .....	27
Centre consortium arrangements .....	27
Transferred candidate arrangements .....	27
Internal exams/assessments.....	27
Exam time: roles and responsibilities .....	27
Access arrangements .....	27
Candidate absence .....	28
Candidate Absence Policy .....	28
Candidate behaviour .....	28
Candidate belongings.....	28
Candidate late arrival .....	28
Candidate Late Arrival Policy.....	28
Conducting exams .....	28
Dispatch of exam scripts .....	28
Exam papers and materials.....	29
Exam rooms.....	29
Food and Drink (Exams).....	29
Leaving the Examination Room Policy.....	29
Emergency Evacuation Policy (Exams).....	30
Lockdown Policy (Exams) .....	30
Irregularities .....	30
Managing Behaviour Policy (Exams) .....	31
Malpractice .....	31

Special consideration .....	31
Unauthorised items.....	31
Arrangements for unauthorised items taken into the exam room .....	31
Internal exams/assessments.....	31
Results and post-results: roles and responsibilities .....	31
Internal assessment.....	32
Managing results day(s) .....	32
Results day programme .....	32
Accessing results .....	32
Post-results services .....	32
Analysis of results.....	33
Certificates.....	33
Certificate Issue Procedure and Retention.....	33
Retention of records: roles and responsibilities .....	33
Exams officer.....	33
Exam Escalation Process .....	36
Introduction.....	36
Purpose of the process .....	36
Before examinations/assessments .....	36
Planning.....	36
Entries and Pre-exams.....	37
During examinations/assessments .....	37
Exam time.....	37
After examinations/assessments.....	38
Results and Post-Results.....	38
Changes 2024/2025 .....	39
Centre-specific changes.....	39
Exam Contingency Plan .....	40
Introduction.....	40
Possible causes of disruption to the exam process .....	41
Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges Ofqual .....	50
Contingency planning .....	50
Disruption to assessments or exams.....	50
Exam planning.....	51
Widespread national disruption to the taking of examinations or assessments.....	52
Wales .....	54
Northern Ireland .....	54
National Cyber Security Centre.....	54
Complaints Policy (Exams) .....	55
Introduction.....	55
Grounds for complaint.....	55

Teaching and Learning .....	55
Results and Post-Results.....	56
Raising a concern/complaint.....	56
How to make a formal complaint.....	56
How a formal complaint is investigated .....	57
Internal appeals procedure .....	57
Changes 2024/2025 .....	57
Data Protection Policy (Exams).....	58
Purpose of the policy.....	58
Section 1 – Exams-related information.....	58
Section 2 – Informing candidates of the information held .....	59
Section 3 – Hardware and software .....	59
Section 4 – Dealing with data breaches.....	59
Section 5 – Candidate information, audit and protection measures .....	60
Section 6 – Data retention periods.....	61
Section 7 – Access to information .....	61
Section 8 – Table recording candidate exams-related information held .....	62
Internal Appeals Procedure .....	65
(Access arrangements, special consideration .....	65
and other administrative issues) .....	65
Introduction.....	65
Access arrangements and reasonable adjustments.....	65
Special consideration .....	65
Centre decisions relating to access arrangements/reasonable adjustments and special consideration	66
Appeals regarding centre decisions relating to other administrative issues.....	66
Changes 2024/2025 .....	66
Internal Appeals Procedure .....	67
(Internal assessment decisions).....	67
Introduction.....	67
Purpose of the procedure.....	67
Principles relating to centre assessed marks .....	67
Procedure for appealing internal assessment decisions (centre assessed marks).....	68
Appeals against decisions to reject a candidate’s work on the grounds of malpractice.....	69
Deadlines and timescales.....	69
Changes 2024/2025 .....	69
Internal Appeals Procedure .....	70
(Reviews of Results and Appeals) .....	70
Introduction.....	70
Purpose of the procedure.....	70
Post-results services .....	70
Centre actions in response to a concern about a result.....	71
Candidate consent .....	71

Centre actions in the event of a disagreement (dispute) .....	72
Appeals .....	72
Changes 2024/2025 .....	72
Malpractice Procedure (Exams 2025) .....	73
Introduction.....	73
Candidate malpractice .....	73
Centre staff malpractice.....	73
Suspected malpractice.....	73
Purpose of the procedure.....	73
General principles.....	73
Preventing malpractice .....	74
AI use in assessments .....	75
Identification and reporting of malpractice .....	76
Escalating suspected malpractice issues.....	76
Reporting suspected malpractice to the awarding body .....	76
Communicating malpractice decisions .....	77
Appeals against decisions made in cases of malpractice.....	77
Changes 2024/2025 .....	77
Centre-specific changes .....	78
Word Processor Procedure (Exams) .....	79
Introduction.....	79
Purpose of the policy.....	79
The criteria Sale High School uses to award and allocate word processors for examinations and assessments .....	79
Exceptions.....	79
Arrangements at the time of the assessment for the use of a word processor .....	80
Portable storage medium .....	81
Printing the script after the exam has ended .....	81
Allocating word processors at the time of the assessment.....	81
Changes 2024/2025 .....	81
Centre-specific changes .....	82
Access Arrangements Procedure.....	83
Access arrangements .....	83
Reasonable adjustments.....	83
Purpose of the policy.....	83
General principles.....	84
The Assessment Process.....	84
Details and qualification(s) of the current assessor(s) .....	84
Appointment of assessors .....	84
Processing access arrangements and adjustments .....	85
Arrangements/adjustments requiring awarding body approval .....	85
Centre delegated arrangements/adjustments .....	85

Modified papers .....	86
Roles and responsibilities.....	86
Changes 2024/2025 .....	87
Centre-specific changes .....	87
Access to Scripts, Reviews of Results and Appeals Procedure .....	88
Introduction.....	88
Purpose of the procedures .....	88
The arrangements for post-results services .....	88
Dealing with requests .....	88
Candidate consent.....	89
Submitting requests .....	89
Dealing with outcomes .....	89
Managing disputes .....	89
Changes 2024/2025 .....	89
Alternative Rooming Procedure .....	91
Emergency Evacuation Procedure (Exams) .....	93
Introduction.....	93
Purpose of the policy .....	93
Emergency evacuation procedure .....	93
Actions taken in the event of an emergency evacuation of the examination room.....	93
Roles and responsibilities .....	94
The role of the head of centre.....	94
The role of the senior leader .....	94
The role of the special educational needs coordinator (SENCo) or equivalent role.....	94
The role of the Exams Office/Officer .....	94
The role of other centre staff .....	95

## Purpose of the policy

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

This policy will ensure that:

- all aspects of the centre's process is documented, supporting the ~~exams~~ centre's contingency plan, and other relevant exams-related policies and 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 examination/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.

The exam policy will be available on the website.  
Students receive an exam candidate handbook

## Roles and responsibilities overview

(GR 2)

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 published JCQ regulations and awarding body requirements.

**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 head of centre must not normally 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.

### Head of centre responsibilities

(GR 1)

Heads of centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of the current [General Regulations for Approved Centres \(GR\)](#) booklet. In particular, heads of centre must familiarise themselves with paragraphs 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service. Failure to do so could result in the centre not receiving or being able to access question papers and other confidential assessment materials. Ultimately, awarding bodies could withdraw approval of the centre.

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.

(ICE Introduction) **It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the Instructions for conducting examinations document.** Failure to do so may constitute malpractice as defined in the JCQ document Suspected Malpractice: Policies and Procedures, 1 September 2024 to 31 August 2025.

(GR 5.1)

The head of centre must ensure:



- compliance with the published JCQ regulations and awarding body requirements to deliver the qualification(s)
- appropriate controls are in place which ensure accurate data is submitted to the awarding bodies by the required deadlines, e.g. entries, internally assessed marks
- all reasonable steps are taken to respond promptly to requests for information or documentation made by an awarding body or regulatory authority

## Head of centre

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

- General Regulations for Approved Centres (GR)
- Instructions for conducting examinations (ICE)
- Access Arrangements and Reasonable Adjustments (AARA)
- Suspected Malpractice - Policies and Procedures (SMPP)
- Instructions for conducting coursework (ICC)
- Instructions for conducting non-examination assessments (NEA)
- 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 (unless exclusions apply) 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 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 (including third party applications)
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with the names, addresses and contact details (including email addresses) of examiners, moderators, external verifiers and any other awarding body examining/assessment personnel/JCQ personnel

## Resilience and contingency arrangements

(GR 3.16-19)

The centre must ensure they are familiar with the regulators' guidance on ensuring resilience in the qualifications system. Centres should consider putting in place a process for gathering evidence of candidate performance in line with the published guidance.

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/ALNCo, 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 their contingency plan centres must identify an alternative site 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 that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. Centres must implement appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks.

## Cyber security

(GR 3.20-21)

- The head of centre must ensure there are procedures in place to maintain the security of user accounts by:
- providing training for authorised staff on the importance of creating strong unique passwords and keeping all account details secret
- providing training for staff on awareness of all types of social engineering/ phishing attempts
- enabling additional security settings wherever possible
- updating any passwords that may have been exposed
- setting up secure account recovery options
- reviewing and managing connected applications
- monitoring accounts and regularly reviewing account access, including removing access when no longer required
- ensuring authorised members of staff securely access awarding bodies' online systems in line with awarding body regulations regarding cyber security and the JCQ document *Guidance for centres on cyber security*
- Authorised staff will have access, where necessary, to a device which complies with awarding bodies' multi-factor authentication (MFA) requirements.
- reporting any actual or suspected compromise of an awarding body's online systems immediately to the relevant awarding body

It is the responsibility of the **head of centre** to ensure that the centre:

## Recruitment, selection, training and support

(GR 5.3)

- 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
- Ensures that teaching staff do not use artificial intelligence (AI) as the sole means of marking candidates' work
- Enables the relevant senior leader(s), the examinations officer (EO) and the SENCo (or equivalent role) 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 and awarding body regulations

- Ensures that the SENCo (or equivalent role) understands the JCQ document [Access Arrangements and Reasonable Adjustments](#) and is given sufficient time to manage the access arrangements process within the centre
- Ensures that the examinations officer understands relevant awarding body and JCQ documentation and has sufficient time to perform their role
- Ensures that any member(s) of the senior leadership team who are responsible for examination administration familiarise themselves with relevant awarding body and JCQ documentation (This will ensure the examinations officer and the SENCo are supported as well as ensuring effective centre decision making in line with the published regulations)
- Ensures that teachers understand the relevant awarding body and JCQ documentation for the qualifications they are delivering to ensure they are delivered in line with the relevant regulations

### External and internal governance arrangements

(GR 5.3)

- 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

#### Escalation Process

See appendix Escalation/contingency process
--

- Has in place a member of the senior leadership team who has a good working knowledge of the examination system, will provide effective line management support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Can confirm to an awarding body the external governance arrangements 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

### Delivery of qualifications

(GR 5.3)

- Delivers qualifications, as required by the awarding body and in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking and implementing reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date practical experience, or relevant training where required by the subject concerned

### Public liability

(GR 5.3)

- Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

### Conflicts of interest

(GR 5.3) See **Policies** below)

### Controlled assessments, coursework and non-examination assessments

(GR 5.3)

- Has in place arrangements to co-ordinate and standardise all marking of centre-assessed components and to ensure that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (This applies to both internal and private candidates)
- Submits in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments, returning all subject-specific forms by the required date

## Security of assessment materials

(GR 5.3)

Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:

- the security of all assessment materials
- that assessment materials supplied to the centre by the awarding body, including pre-release materials and set assignments, and information about their contents are only shared with appropriate centre staff and candidates and are not shared outside the centre
- reporting immediately to the awarding body/bodies any potential or actual breach of examination or assessment materials

Makes arrangements to:

- receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ document *Instructions for conducting examinations*
- access, download, print (where appropriate) and store electronic assessment materials safely and securely at all times in accordance with section 4 of the current JCQ document *Instructions for conducting examinations*
- receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- Provides candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

## National Centre Number Register and other information requirements

(GR 5.3)

Provides contact details as follows:

- a physical address to which all examination and assessment materials will be despatched – this must be the registered address of the centre
- a landline telephone number – this must be the number of the main office/ switchboard of the centre
- a contact email address for communications – this must be the email address of the person or team responsible for the administration of examinations (Personal email addresses such as ‘Yahoo’, ‘Hotmail’ and ‘Gmail’ are not acceptable)
- Note: Except for WJEC, if this is a shared email account it must not be used to access awarding body secure websites
- the name of the head of centre and their email address
- 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)
- Responds to the National Centre Number Register annual update by the end of October every year
- informs the National Centre Number Register Team immediately (email address – [ncn@ocr.org.uk](mailto:ncn@ocr.org.uk)) if any changes occur after the National Centre Number Register annual update has taken place (This must be on centre headed stationery which can be sent as an email attachment including the signature of the head of centre)

(GR 1.9)

Understands that this responsibility for completing the Head of Centre declaration survey cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre’s declaration, will result in:

- the centre status being suspended
- the centre not being able to submit examination entries
- the centre not receiving or being able to access question papers
- and ultimately, awarding bodies could withdraw their approval of the centre

## Centre inspections

(GR 5.3)

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit.
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify themselves with a formal identity document and **must** be accompanied throughout their tour of the premises, including inspection of the centre's secure storage facility

### **Policies available for inspection**

Has in place the following policies for inspection that must be reviewed and updated annually:

- a written child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

### **Child Protection/Safeguarding Policy (Exams)**

See appendix SHS safeguarding policy
---

- a written complaints policy

### **Complaints Policy (Exams)**

See appendix SHS complaints policy Complaints policy exams
--

- a written conflicts of interest policy

### **Conflicts of interest**

Manages conflicts of interest by informing the awarding bodies before the published deadline for entries for each examination series of any potential conflict of interest where:

- any members of centre staff who are taking a qualification at this centre which includes 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 (that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected) of all instances where:

- exams 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 this centre or other centres
- centre staff are taking qualifications at this centre which do not include internally assessed components/units\*
- centre staff are taking qualifications at other centres
- Retains records of all conflicts of interest including details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected (The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. 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).

\*Notes that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre, and ensures:

- 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

- 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

### **Conflicts of Interest**

A Conflicts of Interest log for Summer 2025 will be maintained to record any potential conflicts of interest declared by centre staff.  
The log will record the nature of the potential conflict and a decision by Louise Rainey, if this is deemed a potential risk to the integrity of the centre's assessments. - The log will record appropriate additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals, carefully considering the need to separate duties and personnel.

- a written data protection policy

### **Data Protection Policy (Exams)**

See appendix  
written data protection policy

- a written equalities policy

### **Equalities Policy**

See appendix equalities policy  
**Access arrangements and reasonable adjustments**

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

### **Contingency Plan**

See appendix  
Contingency plan

- a written internal appeals procedure which must cover at least appeals regarding internal assessment decisions, access to post-result services and appeals, and centre decisions relating to access arrangements and special consideration

### **Internal Appeals Procedure**

See appendix  
Internal appeals procedure  
NEA Policy

- a written malpractice policy which covers all qualifications delivered by the centre. The policy must detail 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).

### **Malpractice Policy**

See appendix  
malpractice policy  
NEA policy

- a written policy regarding the management of non-examination assessments including controlled assessments and coursework. (For CCEA GCSE centres this would be a written controlled assessments policy)

## **Non-examination Assessment (including controlled assessments and coursework) Policy**

See appendix NEA policy
----------------------------

- a written whistleblowing policy

### **Whistleblowing Policy (Exams)**

See appendix Whistleblowing policy
---------------------------------------

- a written policy on the use of word processors in examinations

### **Word Processor Policy (Exams)**

See appendix Word processor procedure
--

## **Access arrangements and reasonable adjustments**

The head of centre/senior leadership team will:

- appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury
- ensure that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) meet their needs (The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to complete the examinations/assessments successfully and achieve the qualification(s). The centre's assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments)
- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010<sup>†</sup>, particularly Section 20 (7) (This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid)  
<sup>†</sup>or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect
- ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate such as a distance learner or a home educated student (The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements)
- ensure that where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified assessor as appointed by the head of centre (Evidence of the assessor's qualification(s) must be obtained before they assess candidates and held on file for inspection)
- have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*

### **Access Arrangements Policy**

See appendix Access arrangements
-------------------------------------

- assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and fully support the SENCo in effectively implementing those arrangements once approved

## Malpractice

The centre will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- inform the awarding 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
- as required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the current JCQ document *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require
- (GR 6.2) Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ document *Suspected Malpractice – Policies and Procedures*

## Personal data

It is the responsibility of centres to inform candidates of the processing that the centre undertakes. For example, that the centre will provide relevant personal data including name, date of birth, gender to the awarding bodies for the purpose of examining and awarding qualifications.

Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programmes and data ("Student Materials"). Awarding bodies may use the Student Materials to evaluate candidates' performance in the relevant assessment. They may also use the Student Materials for other purposes as outlined in their privacy policies and in accordance with their terms. Candidates should be directed to the relevant awarding body's privacy notice if they require further information about how their Student Materials may be used by the awarding body.

Where a centre or third party is in possession of any Student Materials for the purposes of candidate assessment, the Student Materials will be held on behalf of the awarding body.

## Exams officer (EO)

Understands the contents of annually updated JCQ documents including:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Suspected Malpractice - Policies and Procedures
- Post-Results Services (PRS)
- A guide to the special consideration process
- Completes/submit the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October every year to confirm the centre's contact details or informs of any changes ((and follows the process (in GR 5.3) if any changes occur after the annual update has taken place)
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as may be applicable to the centre and keeps a record of the content of training provided to invigilators for the required period



- Works with the SENCo (or equivalent role) to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining internal records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and security of confidential examination/assessment materials

### Senior leaders

Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ documents including:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Suspected Malpractice - Policies and Procedures
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- A guide to the special consideration process
- Post-Results Services
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

### Additional Learning Support (ALS) lead/Special educational needs co-ordinator (SENCo) or equivalent role

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ documents including:
- Access Arrangements and Reasonable Adjustments
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- (GR 5.4)
- Ensures any applications for access arrangements or reasonable adjustments are submitted by the published deadline (The SENCo will hold on file appropriate documentary evidence to substantiate such an arrangement, which is open to inspection. For those qualifications covered by Access Arrangements Online, a JCQ Centre Inspector will sample a centre's applications)
- Ensures a file is presented which must contain for each online application the downloaded approval for the respective arrangement(s), supporting evidence of need and a signed candidate data personal consent form (This information must be readily available for inspection at the venue where the candidate is taking the examination(s))
- Ensures requests for modified papers are submitted by the published deadline
- Ensures there are appropriate resources in place at the time of examinations/
  - assessments to meet candidates' needs, e.g. sufficient readers and scribes

### Teaching staff

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo (or equivalent role)
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

## Invigilators

- Attend/undertake training (on the current regulations), update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

## Reception staff

- Support the EO in the receipt and dispatch of confidential ~~exam~~ materials and follow the requirements for maintaining the integrity and security of confidential examination/assessment materials

## Site staff

- Support the EO in relevant matters relating to exam rooms and resources

## Candidates

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

## The exam cycle

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks which need to be undertaken before, during and after an exam series grouped into the following stages:

- planning
- entries
- pre-exams
- exam time
- results and post-results

This policy identifies roles and responsibilities of centre staff within this cycle.

## Planning: roles and responsibilities

### Secure materials

#### Head of centre

Ensures the centre has a secure storage facility in a room solely assigned to examinations

(ICE 3.1)

The secure room and the secure storage facility

#### The secure room

- The secure room must only be used for the purpose of administering secure examination materials.
- Access to the secure room **must** be restricted to two to six key holders, one of whom **must** be the exams officer. The two to six key holders **must** be permanent members of staff or members of staff who have a formal contract of employment and are subject to standard HR policies and procedures...

#### The secure storage facility

Access to the secure storage facility **must** be restricted to two to six key holders, one of whom **must** be the exams officer.

- The two to six key holders **must** either be part of the exams team or the senior leadership team. A key holder from the exams team **must** be a permanent member of staff or a member of staff who has a formal contract of employment and is subject to standard HR policies and procedures.
- When the secure storage facility is being accessed for the storage and preparation of secure assessment materials the door to the secure room **must** be closed.

### Information sharing

#### Head of centre

- Directs relevant centre staff to annually updated JCQ documents including GR, ICE, AARA, SMPP, ICC, NEA and SC

#### **Exams officer**

- Signposts relevant centre staff to JCQ documents and awarding body documentation relating to the examination/assessment process that have been updated
- Signposts relevant centre staff to JCQ information that must be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

#### Information gathering

#### **Exams officer**

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an Annual Exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- (where applicable to the role) Collects information on internal exams/assessments to enable preparation for and conduct of (insert the titles these internal exams/assessments are referred to in the centre)

#### **Senior leaders**

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

#### Access arrangements

#### **Head of centre**

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for examinations and assessments
- Ensures a written process is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ document
- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- Ensures the SENCo (or equivalent role) is fully supported in effectively implementing access arrangements and reasonable adjustments once approved **SENCo** (or equivalent role)
- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers evidence to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of normal way of working for a candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed *Personal data consent* forms from candidates where required and ensures *Data protection confirmation(s) by the examinations officer or SENCo* are completed
- Applies for approval using *Access arrangements online* (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates

- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations
- Ensures criteria for candidates granted alternative rooming arrangements is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

### **Alternative Rooming Arrangements Policy (Exams)**

See appendix Alternative rooming
-------------------------------------

### **Senior leaders, Teaching staff**

- Support the SENCo (or equivalent role) in determining and implementing appropriate access arrangements/reasonable adjustments
- (Senior leader) Provides an annually reviewed and updated word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations

### Internal assessment and endorsements

### **Head of centre**

### **Controlled assessments, coursework and non-examination assessments**

(GR 5.7)

- Ensures that where candidates are taking non-examination assessments, teaching staff check that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities
- Ensures awarding bodies are notified of a consortium of centres with joint teaching arrangements for qualifications (This will allow the candidates for each specification to be treated as a single group for the moderation of centre- assessed work. This is only required if two or more member centres will be entering candidates for work that is centre-assessed)
- Ensures only current assessment materials/tasks are used to assess candidates' knowledge and skills (in cases where the awarding body provides such material)
- Before submitting marks to the awarding body ensures candidates are informed of their centre assessed marks and allows a candidate to request a review of the centre's marking
- Ensures that all associated administrative tasks are completed in an accurate and timely manner, e.g. marks are correctly calculated, recorded and submitted by the published date (It is the responsibility of the centre to carefully check the marks it is submitting to an awarding body)
- Ensures submission of centre-assessed marks and moderation samples, if required by the awarding body, by the published date (It is the responsibility of the centre to ensure that moderators receive the correct samples of work to review)
- Ensures a written internal appeals procedure relating to internal assessment decisions is in place and ensures that details of this procedure are communicated, made widely available and accessible to all candidates
- Ensures a written policy regarding the management of non-examination assessments, including controlled assessments and coursework is in place
- Ensures that candidates' work is backed-up and considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up (Implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks)

### **Senior leaders**

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place

- Ensure teaching staff delivering relevant qualifications follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- Ensure teaching staff delivering reformed GCE and GCSE specifications (which include components of non-examination assessment) follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- Ensure teaching staff delivering qualifications which include (wholly or in part) units of coursework follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- For VTQs qualifications, ensure teaching staff follow appropriate instructions issued by the relevant awarding body
- Ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

#### **Teaching staff**

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

#### **Exams officer**

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ [Information for candidates documents](#) that are annually updated

#### **Invigilation**

#### **Head of centre**

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times
- Ensures that, wherever possible a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a Learning Support Assistant who has supported one or more candidates is not an invigilator during the examination

#### **Exams officer**

- Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides thorough training for new invigilators on the current instructions for conducting examinations and an update for the existing invigilation team so that they are aware of any changes in a new academic year, before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events

## Entries: roles and responsibilities

### Head of centre

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.4 Entries](#))

### Estimated entries

#### Exams officer

- Requests estimated or early entry information, where this may be required by awarding bodies, from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met

#### Senior leaders

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information

### Final entries

#### Head of centre

- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. entries

#### Exams officer

- Requests final entry information from senior leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs senior leaders of subsequent deadlines for making changes to final entry information without charge
- Submits registrations, examination entries and certification claims by the deadline(s) and complies with the requirements of the specification including any terminal rules which need to be met at the point of certification
- Confirms with senior leaders final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments, and observes any regulatory requirements for the qualification

#### **Final entries collection and submission procedure**

Exam officer/administrator inputs information according to exam board regulators instructions with head of department/subject leader

#### Senior leaders

- Provide information requested by the EO to the internal deadline
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
  - changes to candidate personal details
  - amendments to existing entries
  - withdrawals of existing entries
- Check final entry submission information provided by the EO and confirms information is correct

### Entry fees

Fees charged to exam budget

### Late entries

#### Exams officer

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets

#### Senior leaders

- Minimise the risk of late entries by

- following procedures identified by the EO in relation to making final entries on time
- meeting internal deadlines identified by the EO for making final entries

### **Private candidates**

The centre does not accept private candidates
---

### **Candidate statements of entry**

#### **Exams officer**

- Provides candidates with statements of entry for checking

#### **Teaching staff**

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

#### **Candidates**

- Confirm entry information is correct or notify the EO of any discrepancies

### **Pre-exams: roles and responsibilities**

#### **Head of centre**

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.8 Candidate information](#))

### **Access arrangements and reasonable adjustments**

#### **SENCo (or equivalent role)**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures exam information (JCQ information for candidates' documents, individual exam timetable, etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Ensures the person appointed to facilitate an access arrangement must not normally be the candidate's own subject teacher, Learning Support Assistant or teaching assistant (Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant is used, a separate invigilator must always be present)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor

### **Briefing candidates**

#### **Exams officer**

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ Information for candidates' documents (coursework, non-examination assessments, on-screen tests, social media and written examinations) and awarding body privacy notices
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
  - exam timetable clashes
    - arriving late for an exam
    - absence or illness during exams
    - what equipment is/is not provided by the centre

- food and drink in exam rooms
- unauthorised items in exam rooms
- when and how results will be issued and the staff that will be available
- post-results services information and how the centre will deal with requests from candidates
- when and how certificates will be issued

### **Access to Scripts, Reviews of Results and Appeals Procedures**

See appendix

Access to scripts, review of results and appeals procedure

### Dispatch of exam scripts

#### **Exams officer**

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

### Estimated grades

#### **Senior leaders**

- Ensure teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

#### **Exams officer**

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent

### Internal assessment and endorsements

#### **Head of centre**

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

#### **SENCo (or equivalent role)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

#### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

#### **Senior leaders**

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

#### **Exams officer**

- Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline (or delegates this task to relevant teaching staff)
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

#### **Candidates**



- Authenticate their work as required by the awarding body

#### Invigilation

##### **Exams officer**

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates the existing invigilation team on any regulation changes and any changes to centre-specific arrangements
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, prompter, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENCo (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates

##### **SEnCo (or equivalent role)**

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

##### **Invigilators**

- Provide information as requested on their availability to invigilate throughout an exam series

#### JCQ Centre Inspections

##### **Exams officer or Senior leader**

- Will accompany the Inspector throughout a visit

##### **SEnCo (or equivalent role) or relevant Senior leader (in the absence of the SENCo)**

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

#### Seating and identifying candidates in exam rooms

##### **Exams officer**

- Ensures a procedure is in place to verify the identity of all candidates

##### **Candidate Identification Procedure**

candidate cards with photos, name and candidate number (ULN) are placed on exam desk SLT completes register and identification

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)

- Ensures invigilators are aware of the procedure
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)

##### **Invigilators**

- Follow the procedure for verifying candidate identity provided by the EO
- Seat candidates in exam rooms as instructed by the EO/on the seating plan

#### Security of exam materials

##### **Exams officer**

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper materials is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment at the centre to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question paper materials)
- At least two and no more than six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the exams officer. Other members of centre staff may assist with printing and collation provided they are under supervision.

#### **Reception staff**

- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transferal to the secure storage facility

#### **Teaching staff**

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

#### Timetabling and rooming

#### **Exams officer**

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)

#### **Overnight Supervision Arrangements Policy**

In the event of a timetable clash resulting in overnight supervision. The centre would seek advice from jcq and the relevant awarding bodies

- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo (or equivalent role) regarding rooming of access arrangement candidates

#### **SENCo (or equivalent role)**

- Liaises with the EO regarding rooming of access arrangement candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

#### **Site staff**

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

## Alternative site arrangements

### **Exams officer**

- (Where/if applicable to the centre) Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site form online using CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

## Centre consortium arrangements

### **Exams officer**

- (Where/if applicable to the centre) Processes applications for Centre Consortium arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

### **Senior leaders**

- (Where/if applicable to the centre) Inform the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

## Transferred candidate arrangements

### **Exams officer**

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

## Internal exams/assessments

### **Exams officer**

- Prepares for the conduct of internal exams/assessments under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre)

### **SENCo (or equivalent role)**

- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

### **Teaching staff**

- Provide exam papers and materials to the EO
- Support the SENCo in making appropriate arrangements for access arrangement candidates

## **Exam time: roles and responsibilities**

### **Head of centre**

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.9 Conducting examinations and assessments](#))

## Access arrangements

### **Exams officer**

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency/temporary access arrangements as they arise at the time of exam
  - Liaises with the SENCo to apply for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

#### Candidate absence

##### **Candidate Absence Policy**

See appendix Candidate handbook
------------------------------------

#### **Invigilators**

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

#### **Candidates**

- Are re-charged relevant entry fees for unauthorised absence from exams

#### Candidate behaviour

See *Irregularities* below.

#### Candidate belongings

See *Unauthorised items* below.

#### Candidate late arrival

##### **Exams officer**

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room using CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

##### **Invigilators**

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log

##### **Candidate Late Arrival Policy**

See appendix Candidate handbook
------------------------------------

#### Conducting exams

##### **Head of centre**

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

##### **Exams officer**

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

#### Dispatch of exam scripts

##### **Exams officer**

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

## Exam papers and materials

### **Exams officer**

- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this second pair of eyes check is recorded
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

## Exam rooms

### **Head of centre**

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

### **Food and Drink (Exams)**

Food is not allowed in the room apart from when a student is under a supervised break due to a timetable clash Only water in a clear bottle (labels removed) is allowed in the exam room See candidate handbook
---

### **Leaving the Examination Room Policy**

<p>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)</p> <p>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)</p> <p>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)</p> <p>Candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.5)</p> <p>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)</p> <p><b>Invigilators-</b> 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</p>
---

## Exams officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

## Senior leaders

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated
- Ensure a procedure is in place in case of an emergency evacuation (lockdown)

### Emergency Evacuation Policy (Exams)

See appendix Emergency evacuation procedure  
Students will close scripts  
Invigilator will note the time of evacuation and take the register  
Exit and line up on grass near basketball court (sports hall) away from other staff and students  
Exit and line up near the front of school (main hall) away from other staff and students  
If allowed back into the building- note the time the exam begins  
Give full allocated time  
Notify exam board and apply to exam board for special consideration  
Refer to ICE (25)

### Lockdown Policy (Exams)

Appendix  
See school lockdown procedure

## Site staff

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

## Invigilators

- Conduct exams in every exam room according to *JCQ Instructions for conducting examinations* and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions
- **Candidates**
- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

## Irregularities

## Head of centre

- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

#### **Managing Behaviour Policy (Exams)**

Refer for prompt to ICE (24)
------------------------------

#### **Senior leaders**

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

#### **Exams officer**

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

#### **Invigilators**

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

#### Malpractice

See *Irregularities* above.

#### Special consideration

#### **Senior leaders**

- Support eligible applications for special consideration by signing appropriate evidence

#### **Exams officer**

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline

#### **Candidates**

- Provide appropriate evidence to support special consideration applications, where required

#### Unauthorised items

#### **Arrangements for unauthorised items taken into the exam room**

Refer for prompt to ICE (18)
------------------------------

#### **Invigilators**

- Are informed of the arrangements through training

#### Internal exams/assessments

#### **Exams officer**

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

#### **Invigilators**

- Conduct internal exams as briefed by the EO

#### **Results and post-results: roles and responsibilities**

#### **Head of centre**

- Ensures the centre's obligations as detailed in the regulations are met. (With reference to [GR 5.12 Results](#), [5.13 Post-results services and appeals](#), [5.14 Certificates](#))

### Internal assessment

#### **Senior leaders**

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates after the retention period or disposed of according to the requirements

### Managing results day(s)

#### **Senior leaders**

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensure senior members of staff are accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensure candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

#### **Exams officer**

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

#### **Results day programme**

See candidate handbook
------------------------

#### **Site staff**

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

### Accessing results

#### **Head of centre**

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

#### **Exams officer**

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

### Post-results services

#### **Head of centre**

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)



### Exams officer

- Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above **Briefing candidates** and **Access to Scripts, Reviews of Results and Appeals Procedures**)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

### Teaching staff

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

### Candidates

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

### Analysis of results

#### (insert job role title)

- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre)  
<https://check-your-performance-measures-data.education.gov.uk/hc/en-gb>

### Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

#### **Certificate Issue Procedure and Retention**

See <a href="#">GR 5.14</a> )
-------------------------------

### Candidates

- May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

### **Exams review: roles and responsibilities**

#### **Exams officer**

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review

#### **Senior leaders**

- Work with the EO to produce a plan to action any required improvements identified in the review

### **Retention of records: roles and responsibilities**

#### **Exams officer**

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy

- Provides an exams archiving policy that identifies information held, retention period and method of disposal

## **Appendix A - LINKS**

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

JCQ General Regulations - <https://www.jcq.org.uk/exams-office/general-regulations/>

Exam Candidate Handbook – [Candidate Exam Handbook.pdf](#)

Safeguarding Policy – [Child Protection and Safeguarding Policy.pdf](#)

Complaints Policy – [Complaints Policy.pdf](#)

Data Protection Policy – [Data Protection Policy.pdf](#)

Equalities Policy – [Equality duty.pdf](#)

NEA Policy – [Non Exams Assessment procedures.pdf](#)

Whistleblowing Policy - [Whistleblowing Policy Feb.pdf](#)



## **Exam Escalation Process**

### **Introduction**

In terms of internal governance arrangements, it is the responsibility of the head of centre to ensure that Sale 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 administration, be absent (GR 5.3).

This process also supports Sale High School being able to confirm to an awarding body the external governance arrangements 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

Adam Rogers

Louise Rainey

A Tytler

G Wareham

E Parry

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 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
- Additional JCQ publications for reference:
- JCQ Centre Inspection Service Changes

Centre-specific reference information: Non-applicable

### **Entries and Pre-exams**

Responsibility for ensuring compliance will be escalated to

Adam Rogers- Head teacher, Head of Centre

L Rainey- DHT, Curriculum Lead, Line manager for exam manager

A Tytler- Temporary exam administrator

E Parry ESA, assistant SENCO

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 back-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 publications 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 publications for reference:
- Key dates
  - Guidance Notes for Transferred Candidates
  - Alternative Site guidance notes
  - Guidance notes for overnight supervision of candidates with a timetable variation
  - Guidance Notes – Centre Consortium Arrangements
  - Information for candidates documents
  - Exam Room Posters

Centre-specific reference information:

not applicable

### **During examinations/assessments**

#### **Exam time**

Responsibility for ensuring compliance will be escalated to

Adam Rogers

Louise Rainey

Exam Officer

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 publications 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 publications for reference:
- Guidance Notes – Very Late Arrival

Centre-specific reference information:

not applicable

## **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:

- Adam Rogers - Headteacher
- Louise Rainey – Deputy Headteacher (email for NCNR)
- Exams Officer

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 publications will be specifically referenced including:

- General Regulations for Approved Centres (5) Additional JCQ publications 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:

not applicable

**Changes 2024/2025**

(Added) Headings under **Planning** to reflect changes in GR 3 - Resilience and contingency arrangements - Cyber security.

(Deleted and replaced) First paragraph under **After examinations** relating to senior designated contact.

**Centre-specific changes**

Upon review on Jan 2024 no changes were applicable



## Exam Contingency Plan

### Introduction

This plan examines potential risks and issues that could cause disruption to the examination/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 Sale 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 publication, '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** (Effective from 1 September 2024).

This plan details how Sale 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, a written 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 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 that candidates' work is backed-up and should consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up. 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** This does not apply to this centre.

### National Centre Number Register and other information requirements

The head of centre will ensure that the centre responds to the National Centre Number Register annual update by the end of October every year 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 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**

#### **1. Exams 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

##### Other criteria:

No other criteria identified

##### Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Exams Deputy - Exams officer line manager Deputy Headteacher Louise Rainey will follow the exams procedure set out in the exams administration guide.
- Office admin staff trained in the use of SIMS (Exams MIS) for printing of seating plans and updating entries to assist the exams deputy in admin tasks.
- Keys for secure storage/secure room held by exam deputy and named key holders to allow access for them and anyone previously identified to have accompanied access

## **2. 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 support not arranged for exam rooms

Other criteria:

No other criteria identified

### Centre actions to mitigate the impact of the disruption listed above

The centre will:

Deputy SENCo to follow exam special arrangements administration guide.

## **3. Teaching staff 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 exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams 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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Record candidate entry information to be held in file accessible to department leads and line managers.
- If candidate entry information for exams and assessments is submitted late or not submitted we will contact exam boards for advice, with support from exams officer.
- Non-examination tasks will be re-scheduled in line with exam board timetables, supported by department leads and exams officer.
- Exam deputy/Head of department will inform candidates of centre assessed marks in absence of exams administrator/exams officer.
- If internal assessment marks and/or candidates' work not submitted within exam board deadlines the exam administrator/exams officer or deputy will consult relevant exam board for advice.

#### **4. 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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Identify non-teaching staff within school and train in case of invigilator shortage, this includes all office support staff, heads of year groups (in non-teaching roles) and other available school staff.
- Recruit months prior to the exam seasons to ensure enough invigilators are available to cover the season, ensuring training is completed prior to the exam season starting.
- Work with SENco to ensure we have the correct numbers of invigilators that are required to support those in exam special arrangements to aid with the recruitment process.
- Identify invigilators that are available at short notice to cover shortfalls, have an accessible contact list in emergencies and ensure that contact details are kept up to date.

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

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, make use of other available rooms within the centre, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body
- (where main exam venue(s) unavailable due to an unexpected incident at exam time) where possible, move to alternative venue, prioritising candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- **Alternative site(s) details:**
  - Exams officer to identify alternative venues, either on site venues – dining rooms, gym, and library.
  - Alternative venue details: Sale Moor Community Centre (contact Sale Moor Community Partnership 01619623636)
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication details:**
  - Parents/Carers will be contacted via the school communication system to advise of any venue changes. - Candidates will be informed of any changes through form tutors or staff.
- ensure the secure transportation of question papers or assessment materials to the alternative venue
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified.

## **6. Cyber-attack**

### Criteria for implementation of the plan

- Where a cyber-attack may compromise any aspect of delivery

Other criteria:

No other criteria identified.

### Centre actions to mitigate the impact of the disruption listed above

The centre will:

- We have two separate cloud back up's of data, with twice daily back-ups taking place.
- We use Red Store cloud data back-up which is one of the only DFE approved cloud back up's
- To access the cloud, it requires an encrypted password with 256 bit encryption, details of this are stored in our fireproof safe in the finance office. Only the HR/Finance manager has access to this it is not stored online or in any files.
- The system will hold up to seven years

## **7. Failure of IT systems**

### Criteria for implementation of the plan

- IT system corruption affecting candidates' work

- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time

Other criteria:

No other criteria identified.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- Adhere to an earlier internal deadline and contact the relevant exam board if deadline is missed.
- Alternative IT software will be used in the event of MIS/IT system failure.
- Contact the relevant exam boards in the event of system failure at results release time. - An alternative venue with secure internet access will be secured (possible local school).

## **8. Emergency evacuation of the exam room (or centre lockdown)**

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified.

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- refer to and invoke its (exams) emergency evacuation policy/procedure in line with JCQ's 'Centre emergency evacuation procedure' (or its (exams) lockdown policy)
- contact the relevant awarding body as soon as possible and follow its instructions
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- (after the exam) consider whether any candidate's ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

- Consult school and exam emergency evacuation procedure.
- Secure exam papers.
- Contact relevant exam boards.

## **9. Disruption of teaching time in the weeks before an exam - centre closed for an extended period** Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

Other criteria:

- If the school is identified as having RAAC, resulting in partial or full closure of the centre. - If planned industrial strike action takes place.

### Centre actions to mitigate the impact of the disruption listed above

The centre will:

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates (and where appropriate, parents/carers) information relating to alternative methods of learning
- **Communication** details: - Candidates, parents/carers will be contacted through the school communication system.
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

Other centre actions:

- Utilise our provision for online learning.
- Supply support materials to aid online learning.

### **10. Candidates may not be able to take examinations - centre remains open**

#### Criteria for implementation of the plan

- Candidates may not be able to attend the examination centre to take examinations as normal because of a crisis

Other criteria: No other criteria identified

### Centre actions to mitigate the impact of the disruption listed above

The centre will:

- focus on options that enable candidates to take their examinations (referencing the JCQ document *Preparing for disruption to examinations*)
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Communication** details: - Candidates, parents/carers will be contacted through the school communication system.
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions: No other actions identified

### **11. Centre may not be able to open as normal during the examination period**

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

#### Criteria for implementation of the plan

- Centre may not be able to open as normal for scheduled examinations

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- focus on enabling candidates to take their examinations
- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions (This could include implementing alternative arrangements for the conducting of examinations and notifying the JCQ Centre Inspection Service of an alternative site arrangement by submitting the JCQ Alternative Site form online, using the Centre Admin Portal)
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- **Alternative site(s)** details: Sale Moor Community Centre (contact Sale Moor Community Partnership 01619623636)
- **Communication** details: - Candidates, parents/carers will be contacted through the school communication system.
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

Other centre actions:

No other actions identified

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

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

Other centre actions: No other actions identified

## **13. Delay in collection arrangements for completed examination scripts**

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- where examinations are part of the national 'yellow label' service or where awarding organisations arrange collections, seek advice from the relevant awarding organisations and will not make its own arrangements for transportation unless told to do so by the awarding organisation
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ document *Instructions for conducting examinations*
- ensure the secure storage of completed examination scripts until as close to the collection time as possible
- 

Other centre actions:

No other actions identified

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

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

Other criteria: No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

Other centre actions: No other actions identified

#### **15. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services**

Criteria for implementation of the plan

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

Other criteria:

No other criteria identified

Centre actions to mitigate the impact of the disruption listed above

The centre will:

- make arrangements to access its results at an alternative venue/share facilities with another centre if this is possible, in agreement with the relevant awarding body
- make arrangements to coordinate access to post-results services from an alternative venue

**Alternative site(s) details:** Worthington Primary School

Worthington Road



Sale  
Cheshire  
M33 2JJ

St. Bede's College, Alexandra Park, Manchester M16 8HX

College t. 0161 226 3323

- make arrangements to make post-results requests at an alternative location
- contact the relevant awarding body if electronic post-results requests are not possible
- inform candidates of any alternative arrangements in place for the distribution of results and the facilitation of post-results services
- **Communication** details: - Candidates, parents/carers will be contacted through the school communication system.

Other centre actions: No other actions identified

## **16. Any other cause of disruption to the exam process**

### Cause of disruption

Withdrawal of provider approval status

### Centre actions to mitigate the impact of the disruption listed above

- Take all reasonable steps to protect the interests of the candidates.
- Contact the relevant awarding body by the earliest opportunity.
- Provide the awarding body with all materials relating to the candidates required to assist and secure certification, if required.

### **Changes 2024/2025**

(Changed) Document name changed to **Contingency Plan**.

(Changed) Any reference to ALS Lead/SENCo changed to SENCo (or equivalent role).

(Removed) Under heading **Purpose of the plan**: This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

(Added) A new sub-heading under **Purpose of the plan: Contingency arrangements** and added a new field containing associated text taken from *General Regulations for Approved Centres* (3.17-19).

(Changed) The content of the text under the heading **National Centre Number Register and other information requirements**:

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

(Added) Under **3. Teaching staff extended absence at a critical stage of the exam cycle** reference to controlled assessment and coursework.

(Changed) Reference changed from 'Alternative venue details' to Alternative site(s) details.

(Added) Under **6. Cyber-attack** added a prompt in the insert text field under Centre actions to mitigate the impact of the disruption listed above: (This will include the required arrangements for cyber security – refer to GR 3.21).

(Added) Under **7. Failure of IT systems** added a further example of criteria for implementation of the plan: *IT system corruption affecting candidates' work*. Added a prompt in the insert text field under Centre actions to mitigate the impact of the disruption listed above: (This will include the security arrangements put in place which protect candidates' work – refer to GR 3.19).

(Added) Under **10. Candidates may not be able to take examinations - centre remains open** additional text to the criteria for implementation of the plan: *Candidates may not be able to attend the examination centre to take examinations as normal because of a crisis*. New bullet point added under Centre actions to mitigate the impact of the disruption listed above: (focus on options that enable candidates to take their examinations...).

(Added) Under point **11. Centre may not be able to open as normal during the examination period** new bullet point under Centre actions to mitigate the impact of the disruption listed above: (focus on enabling candidates to take their examinations).

(Changed) point **13** title (From) **Disruption to transporting completed examination scripts** (To) **Delay in collection arrangements for completed examination scripts**.

(Updated) Under the heading below **Further guidance to inform procedures and implement contingency planning**, relevant links and information has been updated and outdated links/information removed.

### **Centre-specific changes**

Updated with the addition of "Withdrawal of provider approval status" at section 16.

### **Further guidance to inform procedures and implement contingency planning**

DfE

### **Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges Ofqual**

Ofqual guidance extract taken directly from the **Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted** [www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northernireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted](https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northernireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted)

"This document was updated in October 2023 to include Ofqual's final decisions on long-term resilience arrangements, and the Department for Education (DfE)'s guidance for education settings with confirmed reinforced autoclaved aerated concrete (RAAC).

In addition to this guidance, you will need to be aware of your specific responsibilities for local and national school preparations and contingencies. You should also follow advice from relevant public health bodies.

### **Contingency planning**

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties (Ofqual General Condition of Recognition A6). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

### **Disruption to assessments or exams**

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises. You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

You may also wish to see the JCQ's notice to centres on exam contingency plans and JCQ's notice on preparing for disruption to examinations in England, Wales and Northern Ireland for qualifications within its scope. **Steps you should take**

## **Exam planning**

Review your contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

Schools, colleges and other exam centres must speak to the relevant awarding organisations as soon as possible if they are expecting any disruption that might affect the sitting of exams and assessments.

## **In the event of disruption**

Contact the relevant awarding organisation and follow its instructions.

- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#)
- Communicate with students, parents and carers any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors, invigilators or relevant third parties regarding any changes to the exam or assessment timetable.

## **After the exam**

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply to the relevant awarding organisation for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

## **Steps the awarding organisation should take**

- Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
- Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

## **In the event of disruption**

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students are able to complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

## **After the exam**

- Consider any requests for special consideration for affected students; for example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.
- If any students miss an exam or are disadvantaged by the disruption

- If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.
- Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects, depending on their specific policies.
- See also [JCQ's guidance on special consideration](#)

## Wider communications

- The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA Regulation](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.
- The [DfE in England](#), the [DfE in Northern Ireland](#), and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption, and ensure that they are kept updated until the matter is resolved.
- Awarding organisations will alert the [Universities and Colleges Admissions Service \(UCAS\)](#) and the [Central Applications Office \(CAO\)](#) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.
- Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

## Widespread national disruption to the taking of examinations or assessments

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for examinations and assessments, including exam timetables.

In September 2023, Ofqual and the DfE published [joint consultation decisions on long-term resilience arrangements](#). As in 2023, Ofqual has provided [guidance on collecting evidence of student performance to ensure resilience in the qualifications system](#) for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications. For VTQs and other qualifications used alongside or instead of GCSEs, AS and A levels, awarding organisations will provide guidance where needed and will contact schools and colleges with more information.

In December 2022, Qualifications Wales published [guidance for contingency assessment arrangements](#) for GCSEs, AS and A levels and Skills Challenge Certificates in the event that a national decision is made to cancel exams. This guidance is still relevant for the current academic year.

The DfE has updated its [guidance on handling strike action in schools](#) in England in light of the industrial action in 2023. The guidance recommends schools should prioritise the running of examinations and assessments on any strike days, and should review their contingency plans to make this happen. Schools, colleges and other exam centres must speak to the relevant awarding organisations if they are expecting any disruption that might affect the sitting of exams and assessments.

The DfE has also issued [guidance for education settings with confirmed reinforced autoclaved aerated concrete \(RAAC\)](#) in their buildings. It includes the need for contingencies for possible disruption to examinations and links to the existing emergency planning guidance.

We will update this page as necessary, with any further relevant links, should national disruption occur.

## General contingency guidance

[emergency planning and response for education, childcare and children's social care settings](#) from the DfE in England

[handling strike action in schools](#) from the DfE in England

[school organisation: local-authority-maintained schools](#) from the DfE in England

[reinforced autoclaved aerated concrete: guidance for education settings with confirmed RAAC](#) from the DfE in England

[exceptional closure days: Northern Ireland](#) from the Department of Education in Northern Ireland

[checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland

[school terms and school closures](#) from NI Direct

opening schools, childcare and play settings in extreme bad weather and extreme hot weather - guidance for schools from the Welsh Government  
emergency planning and response guidance for education and childcare settings- guidance for schools and education settings from the Welsh Government  
protective security and preparedness for education settings from the DfE  
police guidance from National Counter Terrorism Security Office and partners on preparing for threats  
cyber security guidance for schools and colleges from the National Cyber Security Centre"

## JCQ

JCQ guidance taken directly from Instructions for conducting examinations 2024-2025 section 15, **Contingency planning**

The qualification regulators, awarding bodies and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: [www.gov.uk/government/publications/exam-system-contingency-plan-englandwales-and-northern-ireland](http://www.gov.uk/government/publications/exam-system-contingency-plan-englandwales-and-northern-ireland)

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

All centres must have a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.

All relevant centre staff must be familiar with the examination contingency plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

- In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the centre's contingency plan must be invoked, utilising the centre's alternative site(s) and the relevant awarding bodies must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.
- The awarding bodies will designate 'contingency sessions' for examinations, summer 2025. This is consistent with the qualification regulators' document *Exam system contingency plan: England, Wales and Northern Ireland* - [www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland](http://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland)
- The designation of 'contingency sessions' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.
- In the event that there is national disruption to a day of examinations in summer 2025, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the last contingency day. Centres will be alerted if it was agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the re-scheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.
- Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres **must** therefore ensure candidates and parents are aware of the contingency

arrangements so that they may take them into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course."

### **Links to other JCQ documentation**

[JCQ Joint Contingency Plan](#)

[JCQ Preparing for disruption to examinations](#)

[General Regulations for Approved Centres](#)

[Guidance notes on alternative site arrangements](#)

[Guidance notes for transferred candidates](#)

[Instructions for conducting examinations](#)

[A guide to the special consideration process](#)

[Guidance for centres on cyber security](#)

[Information for centres affected by RAAC – the delivery of non-examination assessments and the special consideration process](#)

[Further clarification for centres affected by RAAC, Caledonian Modular or similar building issues – March 2024](#)

### **GOV.UK**

[Emergency planning and response](#): Exam and assessment disruption

[Dispatch of exam scripts guide](#): Ensuring the service runs smoothly; Contingency planning

### **Wales**

[School closures: examinations](#)

[Opening schools in extremely bad weather and extreme hot weather](#)

### **Northern Ireland**

[Exceptional closure days - Northern Ireland](#)

[Checklist - exceptional closure of schools](#)

### **National Cyber Security Centre**

[Cyber Security for Schools](#)

[Cyber security training for school staff](#)



## Complaints Policy (Exams)

### Introduction

The purpose of this policy is to confirm the arrangements for complaints at Sale 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 Sale 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

Additional grounds for complaint relating to teaching and learning:

Not applicable

### 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 did not consent to record their personal data online (by the non-acquisition of a completed **candidate personal data consent form**)
- 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
- Additional grounds for complaint relating to access arrangements: Not applicable

### Entries

- 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

Additional grounds for complaint relating to examination entries: Not applicable

### 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

Additional grounds for complaint relating to the conducting of examinations: Not applicable

### 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 exams 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

Additional grounds for complaint relating to results and post-results: Not applicable

### 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, Sale High School encourages an informal resolution in the first instance.

This can be undertaken by:

- a candidate (or his/her parent/carer) if they have a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Sale High School encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the Head of Centre

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:



- Adam Rogers - Head of Centre
- Formal complaints will be logged and acknowledged within:
- 7 calendar days.
- To make a formal complaint, candidates (or parents/carers) must:
- complete and return a complaints form

### **How a formal complaint is investigated**

The 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 of any investigation will be provided to the complainant within:

- 21 working 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:

- complete and return a complaints appeal form.

Appeals will be logged and acknowledged within:

- 7 working days

The appeal will be referred to:

- The Chair of Governors for consideration

It will be the responsibility of The Chair of Governors to inform the appellant of the final conclusion in accordance with the internal appeals procedure. Additional details on the internal appeals process:

Not applicable

### **Changes 2024/2025**

- (Changed) Under heading **Purpose of the policy:** (From) The purpose of this policy is to confirm the arrangements for complaints at Sale High School and confirms compliance with JCQ's General Regulations for Approved Centres (sections 5.3, 5.8) in drawing to the attention of candidates and their parents/carers its written complaints policy which covers general complaints regarding the centre's delivery or administration of a qualification. (To) The purpose of this policy is to confirm the arrangements for complaints at Sale 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.



## Data Protection Policy (Exams)

### Purpose of the policy

This policy details how Sale High School, in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act 2018 (DPA 2018) and UK General Data Protection Regulation (GDPR).

The delivery of examinations and assessments involve centres and awarding bodies processing a significant amount of personal data (i.e. information from which a living individual might be identified). It is important that both centres and awarding bodies comply with the requirements of the UK General Data Protection Regulation and the Data Protection Act 2018 or law relating to personal data in any jurisdiction in which the awarding body or centre are operating.

In JCQ's [General Regulations for Approved Centres](#) (section 6.1) reference is made to 'data protection legislation'. This is intended to refer to UK GDPR, the Data Protection Act 2018 and any statutory codes of practice issued by the Information Commissioner in relation to such legislation.

It is the responsibility of the centre to inform candidates of the processing that the centre undertakes. For example, that the centre will provide relevant personal data including name, date of birth, gender to the awarding bodies for the purpose of examining and awarding qualifications.

All exams office staff responsible for collecting and sharing candidates' data are required to follow strict rules called 'data protection principles' ensuring the information is:

- used fairly and lawfully
- used for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than is absolutely necessary
- handled according to people's data protection rights
- kept safe and secure

To ensure that the centre meets the requirements of the DPA 2018 and UK GDPR, all candidates' exam information – even that which is not classified as personal or sensitive – is covered under this policy.

### Section 1 – Exams-related information

There is a requirement for the exams office(r) to hold exams-related information on candidates taking external examinations. For further details on the type of information held please refer to Section 5 below.

Candidates' exams-related data may be shared with the following organisations:

- Awarding bodies
- other organisations as relevant to your centre e.g. Department for Education; Local Authority

This data may be shared via one or more of the following methods:

- hard copy
- email
- secure extranet site(s) – AQA Centre Services; OCR Interchange; Pearson Edexcel Online; WJEC Portal
- a Management Information System (MIS) provided by SIMS sending/receiving information via electronic data interchange (EDI) using A2C (<https://www.jcq.org.uk/about-a2c>) to/from awarding body processing systems
- This data may relate to exam entries, access arrangements, the conduct of exams and non-examination assessments including controlled assessments and coursework, special consideration requests and exam results/post-results/certificate information.

## Section 2 – Informing candidates of the information held

Salisbury High School ensures that candidates are fully aware of the information and data held.

All candidates are:

- informed via electronic communication
- given access to this policy via centre website, written request

Candidates are made aware of the entries are submitted to awarding bodies for processing.

Materials which are submitted by candidates for assessment may include any form of written work, audio and visual materials, computer programmes and data ("Student Materials"). Candidates will be directed to the relevant awarding body's privacy notice if they require further information about how their Student Materials may be used by the awarding body.

Candidates eligible for access arrangements/reasonable adjustments which require awarding body approval using *Access arrangements online* are also required to provide their consent by signing the GDPR compliant JCQ candidate personal data consent form before approval applications can be processed online.

## Section 3 – Hardware and software

The table below confirms how IT hardware, software and access to online systems is protected in line with DPA & GDPR requirements.

Hardware	Date of purchase and protection measures	Warranty expiry
Laptops	hardware is checked; by A Sugden before exam season and when appropriate updates occur throughout the year (hard drive scans etc.); antivirus protection up to date; etc.	NA

Software/online system	Protection measure(s)
MIS; Intranet; Internet browser(s); Awarding body secure extranet site(s); A2C; etc.	protected usernames and passwords; rules for password setting (use of a mix of upper/lower cases letters and numbers); rules for regularity of password changing; centre administrator has to approve the creation of new user accounts and determine access rights; regular checks to Firewall/Antivirus software; etc.

## Section 4 – Dealing with data breaches

Although data is handled in line with DPA/GDPR regulations, a data breach may occur for any of the following reasons:

- loss or theft of data or equipment on which data is stored
- inappropriate access controls allowing unauthorised use
- equipment failure
- human error
- unforeseen circumstances such as a fire or flood
- hacking attack
- 'blagging' offences where information is obtained by deceiving the organisation who holds it
- cyber-attacks involving ransomware infections

If a data protection breach is identified, the following steps will be taken:

## **1. Containment and recovery**

Matthew Keeffe Data Protection Officer will lead on investigating the breach.

It will be established:

- who needs to be made aware of the breach and inform them of what they are expected to do to assist in the containment exercise. This may include isolating or closing a compromised section of the network, finding a lost piece of equipment and/or changing the access codes
- whether there is anything that can be done to recover any losses and limit the damage the breach can cause. As well as the physical recovery of equipment, this could involve the use of back-up hardware to restore lost or damaged data or ensuring that staff recognise when someone tries to use stolen data to access accounts
- which authorities, if relevant, need to be informed

## **2. Assessment of ongoing risk**

The following points will be considered in assessing the ongoing risk of the data breach:

- what type of data is involved?
- how sensitive is it?
- if data has been lost or stolen, are there any protections in place such as encryption?
- what has happened to the data? If data has been stolen, it could be used for purposes which are harmful to the individuals to whom the data relates; if it has been damaged, this poses a different type and level of risk
- regardless of what has happened to the data, what could the data tell a third party about the individual?
- how many individuals' personal data are affected by the breach?
- who are the individuals whose data has been breached?
- what harm can come to those individuals?
- are there wider consequences to consider such as a loss of public confidence in an important service we provide?

## **3. Notification of breach**

Notification will take place to enable individuals who may have been affected to take steps to protect themselves or to allow the appropriate regulatory bodies to perform their functions, provide advice and deal with complaints.

## **4. Evaluation and response**

Once a data breach has been resolved, a full investigation of the incident will take place. This will include:

- reviewing what data is held and where and how it is stored
- identifying where risks and weak points in security measures lie (for example, use of portable storage devices or access to public networks)
- reviewing methods of data sharing and transmission
- increasing staff awareness of data security and filling gaps through training or tailored advice
- reviewing contingency plans

## **Section 5 – Candidate information, audit and protection measures**

For the purposes of this policy, all candidates' exam-related information – even that not considered personal or sensitive under the DPA/GDPR – will be handled in line with DPA/GDPR guidelines.

The table below details the type of candidate exams-related information held, and how it is managed, stored and protected

Protection measures may include:

- password protected area on the centre's intranet
- secure drive accessible only to selected staff
- information held in secure area

- updates undertaken regularly and when appropriate (this may include updating antivirus software, firewalls, internet browsers etc.)

## **Section 6 – Data retention periods**

Details of retention periods, the actions taken at the end of the retention period and method of disposal are contained in the centre's Records Management Policy which is available/accessible from School Policies folder on the Department Drive

## **Section 7 – Access to information**

(With reference to ICO information <https://ico.org.uk/your-data-matters/schools/exam-results/>)

The GDPR gives individuals the right to see information held about them. This means individuals can request information about them and their exam performance, including:

- their mark
- comments written by the examiner
- minutes of any examination appeals panels

This does not however give individuals the right to copies of their answers to exam questions.

### **Requesting exam information**

Requests for exam information can be made to the Data Protection Officer or exam officer by writing

The GDPR does not specify an age when a child can request their exam results or request that they aren't published. When a child makes a request, those responsible for responding should take into account whether:

- the child wants their parent (or someone with parental responsibility for them) to be involved; and
- the child properly understands what is involved.

The ability of young people to understand and exercise their rights is likely to develop or become more sophisticated as they get older. As a general guide, a child of 12 or older is expected to be mature enough to understand the request they are making. A child may, of course, be mature enough at an earlier age or may lack sufficient maturity until a later age, and so requests should be considered on a case by case basis.

A decision will be made by the Headteacher as to whether the student is mature enough to understand the request they are making, with requests considered on a case by case basis.

### **Responding to requests**

If a request is made for exam information before exam results have been published, a request will be responded to:

- within five months of the date of the request, or
- within 40 days from when the results are published (whichever is earlier).

If a request is made once exam results have been published, the individual will receive a response within one month of their request.

### **Third party access**

Permission should be obtained before requesting personal information on another individual from a third-party organisation.

Candidates' personal data will not be shared with a third party. In the case of looked-after children or those in care, agreements may already be in place for information to be shared with the relevant authorities (for example, the Local Authority). The centre's Data Protection Officer will confirm the status of these agreements and approve/reject any requests.

## Section 8 – Table recording candidate exams-related information held

For details of how to request access to information held, refer to section 7 of this policy (**Access to information**)

For further details of how long information is held, refer to section 6 of this policy (**Data retention periods**)

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Access arrangements information	Jcq guidance Testing records	Candidate name Candidate DOB Gender Signed candidate personal data consent form Diagnostic testing outcome(s) Specialist report(s) (may also include candidate address) Evidence of normal way of working	Access Arrangements Online MIS Lockable metal filing cabinet	Secure user name and password [insert] In secure office (SENCo)	2 years
Alternative site arrangements	Contingency policy	site	School policy information	Secure username and password	1 year
Attendance registers copies	As stated	candidate names	SIMS/exam office	In secure exam office Username and passwords via SIMs	Oct after exam season
Candidates' scripts, Candidates' work, Centre consortium arrangements for centre assessed work	NEA and written exam scripts	Candidates name Candidate number	Departments- lockable cupboard	Departments- lockable cupboard	1 year
Certificates	GCSE or equivalent certificates	Candidate name, DOB, results	Exam office	Lockable room	1 year

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Conflicts of interest records		Candidate names	K drive exam officer	In secure exam office	Oct after exam season
Entry information	SIMS/exam office	Candidate names Candidate DOB Gender	SIMS Exam office	In secure exam office Username and passwords via SIMs	Oct after exam season
Exam room incident logs	SIMS/exam office	Candidate names and candidate number	Exam office	In secure exam office  Username and passwords via SIMs	Oct after exam season
Invigilator and facilitator training records	SIMS/exam office	Invigilator names, emails	K drive exam officer Exam office	In secure exam office Username and passwords via SIMs	Oct after exam season
Post-results services: requests/outcome information, Post-results services: tracking logs, Post-results services: scripts provided by ATS service, Post-results services: confirmation of candidate consent information	SIMS/exam office	Candidate names Gender DOB	SIMS Exam office K drive exam officer folder	In secure exam office Username and passwords via SIMs	Oct after exam season
Resolving timetable clashes information, Seating plans, Suspected malpractice reports/outcomes, special consideration information, Resilience arrangements:	SIMS/exam office	Candidate names Gender DOB	SIMS Exam office K drive exam officer folder	In secure exam office Username and passwords via SIMs	Oct after exam season

Information type	Information description (where required)	What personal/sensitive data is/may be contained in the information	Where information is stored	How information is protected	Retention period
Evidence of candidate performance					
Results information	SIMs Exam office SISRA	Candidate names Gender DOB SEN, PP results	SIMS, SISRA Exam office K drive exam officer folder	In secure exam office Username and passwords	3 years





## **Internal Appeals Procedure (Access arrangements, special consideration and other administrative issues)**

### **Introduction**

This procedure ensures compliance with JCQ regulations (GR 5.3) which state that centres must have in place for inspection that must be reviewed and annually updated, a written internal appeals procedure which must cover at least appeals regarding... centre decisions relating to access arrangements and special consideration.

### **Access arrangements and reasonable adjustments**

Sale High School will:

- comply with the principles and regulations governing access arrangements and reasonable adjustments as set out in the JCQ publication **Access Arrangements and Reasonable Adjustments**
- ensure that all staff who manage and implement access arrangements and reasonable adjustments are aware of the requirements and are appropriately supported and resourced In accordance with the regulations, Sale High School:
- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations has the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates

### **Special consideration**

Special consideration is given to a candidate who is affected by adverse circumstances beyond their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment.

Sale High School will:

- comply with the requirements as set out in the JCQ publication **A guide to the special consideration process**
- ensure that all staff who manage and administer special consideration applications are aware of the requirements

Where Sale High School has appropriate evidence signed by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for the affected candidate/candidates.

### **Centre decisions relating to access arrangements/reasonable adjustments and special consideration**

This may include:

- a decision not to award/apply for a specific access arrangement/reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration

Where Sale High School makes a decision in relation to the access arrangement(s)/reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements/reasonable adjustments and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 21 calendar days of the appeal being received and logged by the centre.

If the appeal is upheld, Sale High School will submit the necessary application.

### **Appeals regarding centre decisions relating to other administrative issues**

Circumstances may arise that cause Sale High School to make decisions on other administrative issues that may affect a candidate's examinations/assessments.

Where Sale High School may make a decision that affects a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- An internal appeals form should be completed and submitted within 7 calendar days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 21 calendar days of the appeal being received and logged by the centre.

### **Changes 2024/2025**

(Amended) Wording in paragraph under heading **Special consideration** slightly amended to reflect changes in *A guide to the special consideration process*: Special consideration is given to a candidate who is affected by adverse circumstances beyond their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their normal level of attainment in an assessment

(Changed) Any reference to ALS Lead/SENCo changed to SENCo (or equivalent role).



## **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 centre 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 Sale High School containing internally assessed components/units are: GCSEs, NCFE and BTECs

### **Purpose of the procedure**

The purpose of this procedure is to confirm the arrangements at Sale 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 Sale 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 candidates believe 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 they may make use of the internal appeals procedure below to consider whether to request a review of the centre's marking

- Additional centre-specific principles: Not applicable

### **Procedure for appealing internal assessment decisions (centre assessed marks)**

The head of centre/senior leader(s) at Sale 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 (generally 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)
- Inform candidates they will not be allowed access to original assessment material, including artefacts, unless supervised
- 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 requesting an appeal against an internal assessment in writing to the Head of Centre (with copies sent to the Exams Officer and Deputy Head Teacher/Assistant Head Teacher)
- 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

Additional centre-specific procedure: Not applicable

### **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 centre ensures that those members of teaching staff involved in the direct supervision of candidates producing work for assessments are aware of the potential for malpractice.

Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication does not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately.

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, Sale High School will:

Follow the authentication procedures and /or malpractice instructions in the relevant JCQ documents (instructions for conducting non-examination assessment, instructions for conducting coursework and any supplementary guidance provided by the awarding bodies. Where this may lead to the decision to not accept a candidates' work for assessment or reject a candidates' 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:

The appellant will be informed of the outcome of the appeal:

### **Deadlines and timescales**

- 24 hours
- 48 hours of the relevant mark being disclosed to the candidate in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body
- 14 calendar days

### **Changes 2024/2025**

(Changed) Under **Procedure for appealing internal assessment decisions**: reflected changes to JCQ's *Reviews of marking (centre assessed marks) suggested template for centres*.

(Added) Reference to coursework as detailed in JCQ's *Instructions for conducting coursework* (6) and with reference to *General Regulations for Approved Centres* (5.7) in relation to a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

(Added) New section **Appeals against decisions to reject a candidate's work on the grounds of malpractice**.



## 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 Sale High School).

If teaching staff at Sale 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.
- 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 Sale 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 Sale 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:

- the issue of a Candidate Exam Handbook and signposts 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 exams officer,
- prior to examinations commencing

### **Centre actions in response to a concern about a result**

Where a concern is expressed that a particular result may not be accurate, Sale 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, Sale 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
- Additional centre-specific actions:
- Not applicable
- For **moderated** components that contributed to the final grade Sale 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
- Additional centre-specific actions: Not applicable

### **Candidate consent**

Sale 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
- Additional centre-specific actions: Not applicable

## 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, Sale 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
- Additional centre-specific actions: Not applicable

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:

- writing to the Head of Centre at least
- 21 calendar days 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 publications **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 exams 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
- Additional centre-specific information: Not applicable

## Changes 2024/2025

(Changed) Under sub-heading **Reviews of Results (RoRs)**: This service is available for externally assessed components of both unitised and linear GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications) (To) 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.



### Malpractice Procedure (Exams 2025)

#### Introduction

##### What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme being that they involve a failure to follow the rules of an examination or assessment. This policy and procedure uses 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)

##### 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 19). (SMPP 2)

##### Purpose of the procedure

To confirm Sale 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 Sale 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**

Sale 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 2024-2-25
  - Instructions for conducting examinations (ICE) 2024-2025
  - Instructions for conducting coursework 2024-2025
  - Instructions for conducting non-examination assessments 2024-2025
  - Access Arrangements and Reasonable Adjustments 2024-2025
  - A guide to the special consideration process 2024-2025
  - Suspected Malpractice: Policies and Procedures 2024-2025 (this document)
  - Plagiarism in Assessments
  - AI Use in Assessments: Protecting the Integrity of Qualifications
  - Post Results Services June 2024 and November 2024
  - A guide to the awarding bodies' appeals processes 2024-2025
  - (SMPP 3.3.1)
- Additional information: Not applicable

## **Informing and advising candidates how to avoid committing malpractice in examinations/assessments**

All candidates will be informed and advised to avoid committing malpractice in examinations/assessments:

- by subject teachers, who will advise that the misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. they will also emphasise that a candidate's work must be their own and that any work/sections of their work that are reproduced directly from AI generated responses will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded or accepted;
- through whole cohort assemblies delivered by SLT;
- by the issuing of a Candidate Exam Handbook to all candidates (via parent/carers), prior to the exam season commencing;
- Warnings to Candidates posters displayed upon entering the exam room and; - at the start of each exam.
- Teaching staff have been issued with the JCQ document 'Teachers & Assessors - AI Use in Assessments: Protecting the Integrity of Qualifications') by SLT exam lead
- Teachers have been issued guidance on how to make candidates aware of AI use and referencing.
- Where required by the awarding body's specification, the following procedures apply.
- All candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers must sign a declaration of authentication after the work has been completed confirming that:
  - the work is solely that of the candidate concerned;
  - the work was completed under the required conditions

## AI use in assessments

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment 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 is informed by L Rainey (Lead of Curriculum) in assemblies and teachers before the delivery of the course content. This is followed up by teachers before and during the delivery of course content.

Centres should do the following:

- a) Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them and to their parents/carers the risks of malpractice;
- b) Update the centre's malpractice/plagiarism policy to acknowledge the use of AI (e.g. what it is, the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged) – most simply by referencing this document;
- c) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should reference appropriately (including websites);
- d) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should acknowledge any use of AI to avoid misuse (see the below section on Acknowledging AI use);
- e) Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools (see the What is AI use and what are the risks of using it in assessments? and What is AI misuse? sections);
- f) Ensure that, where students are using word processors or computers to complete assessments, teachers and relevant centre staff are aware of how to disable improper internet/AI access where this is prohibited;
- g) Consider whether students should be required to sign a declaration that they have understood what AI misuse is, and that it is forbidden in the learning agreement that is signed at enrolment in some centres;
- h) Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates ([www.jcq.org.uk/exams-office/information-for-candidates-documents](http://www.jcq.org.uk/exams-office/information-for-candidates-documents));
- i) Reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject;
- j) Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice (see the Awarding

Organisation actions section below and the examples of AI misuse cases dealt with by awarding organisations can be found in Appendix A: AI misuse examples at the end of this document); and

- k) Ensure that teachers are aware they must not use AI tools as the sole marker of student work (see AI use and marking section in JCQ AI use in assessments).

Centres will:

restricting access to online AI tools on centre devices and networks;

- b) Ensure that access to online AI tools is restricted on centre devices used for exams;
- c) Set reasonable deadlines for submission of work and providing reminders;
- d) Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;
- e) Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;
- f) Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material;
- g) Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
- h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- i) Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.

If AI misuse is suspected the centre will follow the reporting section in the jcq AI use in assessments guidance.

## 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)
- All staff are aware of the importance of identifying potential malpractice and that any incident should be reported to the Exams officer.
- The Exams officer will report the potential incident of malpractice to the Head of Centre.
- The Head of Centre will report the incident to the awarding body.
- Where an allegation of malpractice is made against a Head of Centre, the incident will be reported to the Deputy Headteacher, who will in turn report it to the awarding body.
- All staff will cooperate fully with any investigation into alleged, suspected or actual 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)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication does not need to be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (the candidate or the member of staff) will be informed of the rights of accused individuals (SMPP 5.33)
- Once the information gathering has concluded, the head of centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, 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)
- Additional information: Not applicable

### **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**

Sale 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**
- Additional information: Not applicable

### **Changes 2024/2025**

Under headings **What is malpractice**, **Candidate malpractice**, **Suspected Malpractice** amended to reflect slight wording changes in SMPP.

Under heading **Purpose of the policy**: To confirm Sale High School: has in place a written malpractice policy which covers all qualifications delivered by the centre and details 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

(Amended to reflect the change in GR 5.3) To confirm Sale 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)

Under heading **General Principles**, bullet point amended to reflect the change in GR 5.11: take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations assessments have taken place

Under heading **Preventing Malpractice**: Updated the list of JCQ documents.

Under the heading **Informing and advising candidates how to avoid committing malpractice in examinations/assessments** updated the prompt in the insert field to: Detail the process in your centre which confirms how, when and by whom candidates are informed and advised to avoid committing malpractice in examinations/assessments. Describe the process and 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). Confirm when this takes place and include the name(s) and/or role(s) of those staff involved in briefing candidates.

#### **Centre-specific changes**

Upon review in January 2025, no centre-specific updates or changes were applicable to this document.



## Word Processor Procedure (Exams)

### 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 Sale 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. (AA 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. (AA 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. (AA 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. (AA 4.2.1)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustments before their first examination. (AA 4.2.7)

### Purpose of the policy

This policy details how Sale High School complies with AA, chapter 4 (Managing the needs of candidates and 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 Sale 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

**Sale 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 (AA 5.8.1)
  - award the use of a word processor to candidates where appropriate to their needs (AA 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 (AA 4.2.1)
  - not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
  - consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 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 (AA 4.2.4)
  - provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)
- Sale 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 (AA 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 (AA 4.2.4)
  - where the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)
  - Other centre specific information relating to the use of a word processor: on applicable

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

A candidate using a word processor is accommodated as follows:

in the main hall

In compliance with the regulations, Sale High School:

- provides a word processor with the spelling and grammar check facility/predictive text disabled 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 the word processor 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/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 his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/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)
- Sale 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, 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)
- 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**

Sale 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**

Sale 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) Sale 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)

Other centre specific information relating to arrangements at the time of the assessment: not applicable

### **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 exams 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 security of the exam will be maintained at all times and candidates will be supervised in line with ICE 7
- Other centre specific information relating to allocating the use of a word processor

### **Changes 2024/2025**

(Changed) Any reference to ALS Lead/SENCo changed to SENCo (or equivalent role).

(Added) Additional paragraph in the first bullet point under **Introduction**:

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.

### **Centre-specific changes**

Upon review Sep 2024 no further updates



## Access Arrangements Procedure

### Introduction

(AA Definitions)

### 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 Sale 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 not only check the qualification(s) of its assessor(s) but 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, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as 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 Sale 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 (AA 4.2)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 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 (AA 4.2)
- Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2) Arrangements must always be approved before an examination or assessment (AA 4.2)
- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AA 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:
  - Equalities Policy (Exams)
  - Equality duty
  - Equal opportunities

## The Assessment Process

At Sale High School, assessments are carried out by:

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

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

Elizabeth Parry - CPT3A - Certificate Number: 00359

Holly Davies - CPT3A - Certificate Number: 16942

## Appointment of assessors

- At the point an assessor is engaged/employed at Sale High School:
- Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 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 (AA 7.3, 7.4)
- Additional information: not applicable

## Reporting the appointment of assessors

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4) When requested, the evidence will be presented to the JCQ Centre Inspector by:
- 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*. (AA 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 (AA 7.4)

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

### Sale 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 (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AA 7.5)
- The assessor must carry out tests which are relevant to support the application (AA 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* (AA 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 (AA 7.3)

Additional information: not applicable.

## Picture of need/normal way of working

### Sale 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. (AA 7.5)
- Additional information: not applicable

## 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:

- Elizabeth Parry, Assistant SENco Holly Davies, Aspire Manager

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

- the Exams officer, Elizabeth Parry and Holly Davies

## **The Word Processor Policy 2025**

details the criteria Sale High School specifically uses to award and allocate word processors for examinations and assessments.

### **Alternative rooming arrangements**

The Alternative Rooming Arrangements Policy details the criteria Sale High School uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs or 1:1 invigilation. Additional information Not applicable.

### **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 (AA 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. (AA 6.1)
- Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 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 (AA 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. (AA 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. (AA 4.2) It is the responsibility of:

- Elizabeth Parry, Assistant SENco
- Holly Davies, Aspire Manager to collect a candidate's consent (a completed *candidate personal data consent form*) to record their personal data on-line through AAO
- Elizabeth Parry, Assistant SENco - Holly Davies, Aspire Manager to complete the *Data protection confirmation by the examinations officer or SENCo*, prior to the processing of the online application
- Exams officer to submit applications for approval using AAO to submit applications for approval using AAO
- Elizabeth Parry, Assistant SENco - Holly Davies, Aspire Manager 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 signed *candidate personal data consent form*, a completed *Data protection confirmation by the examinations officer or SENCo*, a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of the assessor's qualification (where required) (AA 8.6)
- Exams officer
- Elizabeth Parry, Assistant SENco - Holly Davies, Aspire Manager to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Exams officer to order modified papers
- Additional responsibilities: Not applicable.

## Changes 2024/2025

(Changed) Any reference to ALS Lead/SENCo changed to SENCo (or equivalent role). (Added)

New statements under the heading **General principles**:

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as 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)

(Removed) As it was a duplication of a bullet point that is already shown in another section (Modified papers) the following bullet point has been removed from under the heading **General principles**:

Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)

(Changed) Heading (From) **Appointment of assessors of candidates with learning difficulties** (To)

**Appointment of assessors.**

(Amended) Bullet point under heading **Appointment of assessors**:

(From) A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file (AA 7.3, 7.4)

(To) 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 (AA 7.3, 7.4)

(Changed) Heading (From) **Reporting the appointment of the assessor(s)**

(To) **Reporting the appointment of assessors.**

(Amended) Bullet point under heading **Process for the assessment of a candidate's learning difficulties by an assessor**:

- (From) A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements (AA 7.3)
- (To) 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 (AA 7.3)

(Added) Under the heading **Arrangements/adjustments requiring awarding body approval**: 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-specific changes

no centre updates



## Access to Scripts, Reviews of Results and Appeals Procedure

### 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):

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning **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 A-level specifications, GCSE specifications and Level 1, 2 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 and Level 3 Vocational and Technical qualifications.
- Service 3 (Review of moderation): This service is not available to an individual candidate **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 Sale 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: issue of candidate exam hand-book and is available on website

### 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 Sale 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:
- the issue of an exam handbook and this is posted on 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:

- Exam Officer
- The information is made available before the exam season and on results day

### Dealing with requests

- All post-results service requests from internal candidates must be made through the centre

(GR 5.13) At Sale High School the process to request a service is:

- by completing a post results service request, consent and payment form available from the exam 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) Sale 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

### Sale 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 actions:

Not applicable

## Dealing with outcomes

### Sale 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:
- being emailed a copy of the outcome notification from the awarding body
- Additional centre-specific actions: not applicable

## Managing disputes

At Sale High School any dispute/disagreement will be managed in accordance to the internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an application for a clerical recheck, a review of marking, a review of moderation or an appeal.

Additional centre-specific actions: Not applicable

## Changes 2024/2025

(Updated) Under the heading **Reviews of Results** (RoRs), Service 2 and Priority Service 2 qualification details updated.

- (Updated) Under the heading **Candidate consent**: Bullet points updated:
- 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)

- 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



## Alternative Rooming Procedure

### 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 Sale High School in compliance with the regulations.

### 1. Decisions on the awarding of the arrangement

At Sale High School, decisions on the awarding of the arrangement are made by:

- L Rainey- deputy headteacher
- Exam Officer
- I Walter SENCO
- E Parry assistant SENCO
- E Parry assistant SENCO

Decisions are based on:

Whether the candidate has a substantial and long-term impairment which has an adverse effect (AA 5.16)

The candidate's normal way of working within the centre (AA 5.16)

Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 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.

1:1 invigilation and the use of an alternative room would 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 (AA 5.16)

Additional information:

NA

### 2. 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 (AA 5.16)

Alternative rooming arrangements reflects the candidate's normal and current way of working in internal tests and mock examinations (AA 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 publication **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

Additional information:  
not applicable

### **3. Other rooming arrangements**

At Sale 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:

- candidates using word processor near plugs at side/front of room
- Candidates with readers or scribes at side of room in main hall
- Candidates with high anxiety at back of room
- candidates with extra time with no further issues grouped together- seating would be due to length of time/exam

### **Changes 2024/2025**

(Changed) Any reference to ALS Lead/SENCo changed to SENCo (or equivalent role).

(Added) Additional detail added to bullet points 3 and 4 under the heading **Decisions on the awarding of the arrangement** (Decisions are based on:)

- Point 3: (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.)
- Point 4: 1:1 invigilation and the use of an alternative room would 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.

### **Centre-specific changes**

no centre updates



## **Emergency Evacuation Procedure (Exams)**

### **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 Sale 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 Sale 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)

#### **Additional actions taken:**

- In the event of a fire alarm, invigilators are trained to
- Instruct candidates to close their exam booklets and evacuate by the nearest fire exit and wait near the basketball courts in silence away from other students.
- 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 exams 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

Further actions taken: not applicable

## **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)

Other responsibilities: not applicable

### **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

Other responsibilities: not applicable

### **The role of the Exams 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)

Other responsibilities: not applicable

### **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 exams 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 exams officer (see below)

Other responsibilities: not applicable

### **The role of other centre staff**

Carol Gleave, health and safety officer

Sarah Hocking, business manager

Leon Forteau, Site manager

### **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