



## **Examinations Policy**

**Review date: Jan 2025**

**Next review date: Nov 2026**

**Staff resp. for review: MMM/LFY**

## Purpose of the policy

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

This exam policy will ensure that:

- all aspects of the centre's exam process are documented, supporting the centre's contingency plan, and other relevant exams-related policies and procedures are signposted to
- the workforce is well informed and supported
- all centre staff involved in the 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 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. This policy is available on the school website and can be accessed by staff via our google drive network.

## Key staff involved in this policy

Role	Name(s)
Head of centre	<b>MHN</b>
Exams officer line manager / Deputy Head of Centre (Senior leader)	<b>MMM</b>
Examination's officer	<b>LFY</b>
SENCo (or equivalent role)	<b>ADY &amp; TJA</b>
Senior leader(s)	<b>ARO, CRO, NCL, TDL, RTY</b>

**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. The headteacher (the head of centre) may not appoint themselves as the examinations officer.

**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.

## **Policies/procedures**

The following policies are available as appendices at the end of this document.

- 1. Safeguarding and Child Protection Policy [Page 26 ]**  
Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements
- 2. Complaints Policy [Page 28]**  
Ensures a complaints policy covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers. This includes the internal appeals procedure.
- 3. Conflicts of Interest Policy [Page 30]**  
Ensures potential conflicts of interest are identified and risk mitigated
- 4. Data Protection Policy [Page 32]**  
Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations
- 5. Equalities Policy [Page 40]**  
Ensures the centre's equalities policy demonstrating the centre's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements
- 6. Examination Resilience & Contingency Plan Policy [Page 45]**  
Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place
- 7. Internal Appeals Procedure [Page 53]**  
Ensures an internal appeals procedure is in place and drawn to the attention of candidates and (where relevant) their parents/carers
- 8. Malpractice Policy (including the use of AI) [Page 61]**  
Ensures an ethical and proactive approach is in place to avoid malpractice among students and staff take all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during and after assessments have taken place
- 9. Whistle Blowing Policy [Page 66]**  
Ensures the centre has a whistleblowing policy in place
- 10. Word Processors in Examinations Policy [Page 69]**  
Ensures word processors are used according to JCQ guidelines
- 11. Non-Examined-Assessment (NEA) Policy [Page 72]**

## Roles and Responsibilities

### Head of centre responsibilities

The head of centre is the individual who is accountable to the awarding bodies for:

- ensuring that the centre is always compliant with the published JCQ regulations
- the security and integrity of the examinations/assessments
- 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

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* (updated annually):

<https://www.jcq.org.uk/exams-office/malpractice>

### 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 other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such

correspondence onto social media sites and applications (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

### **Recruitment, selection, training and support**

It is the responsibility of the Head of Centre to:

- Retain a workforce of an appropriate size and competence, including sufficient managerial and other resources, 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
- Provide teachers to mark non-examination assessments, and/or appropriate assessors for the verification of centre-assessed components
- Ensure 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 (examinations officer 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**

- 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
- 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 examinations officer.

- 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**

- 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**

- 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**

- · 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**

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 publication *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

## Malpractice

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during and after assessments have taken place by ensuring the Malpractice policy is implemented and followed.

## National Centre Number Register and other information requirements

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
- o 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) 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)
- informs the National Centre Number Register Team (email address – ncn@ocr.org.uk) of any changes to relevant contact details no later than 6 weeks prior to moving to a new address or re-locating of the secure storage facility (This must be on centre headed stationery which can be sent as an email attachment)
- informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
- responds, by completing the Head of Centre Declaration, to the National Centre Number Register request for confirmation that they are aware of and adhering to the latest versions of the JCQ regulations, and does so no later than the end of October every year
- responds to any other reasonable requests made by the National Centre Number Register Team
- 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**

- 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

## **Examinations officer**

- 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/submits 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) Informs the National Centre Number Register Team **immediately** (e-mail 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
- 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 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 Adjustment
  - 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 examinations officer 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

### **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 arrangement' ensuring 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
- If not the qualified access arrangements assessor, the works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed

### **Teaching staff**

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the examinations officer 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 examinations officer in the receipt and dispatch of confidential materials and follow the requirements for maintaining the integrity and security of confidential examination/assessment materials

### **Site staff**

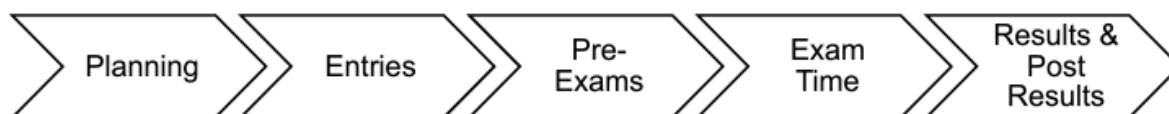
- Support the examination officer in relevant matters relating to exam rooms and resources

### **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 required within this grouped into the following stages:



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

### **PLANNING**

<p>Head of Centre</p>	<ul style="list-style-type: none"> <li>● Directs relevant centre staff to annually updated JCQ documents including <u>GR</u>, <u>ICE</u>, <u>AARA</u>, <u>SMPP</u>, <u>ICC</u>, <u>NEA</u> and <u>SC</u></li> <li>● <b>Access arrangements</b></li> <li>● Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments</li> <li>● Ensures the appointed assessor(s) have the correct qualification and that the correct procedures are followed as in Chapter 7 of the JCQ publication <u>Access Arrangements and Reasonable Adjustments</u></li> <li>● Ensures the SENCo (or equivalent role) is fully supported in effectively implementing access arrangements and reasonable adjustments once approved</li> </ul> <p><b>Controlled assessments, coursework and non-examination assessments</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Ensures arrangements are in place to coordinate and standardise all marking of centre- assessed components and ensures that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (including where relevant, private candidates)</li> <li>● Ensures that teaching staff, in accordance with awarding bodies' instructions, return all subject-specific forms by the required date</li> <li>● Provides suitable teachers to mark non-examination assessments, and/or appropriate assessors for the verification of centre-assessed components</li> </ul> <p><b>Invigilation</b></p> <ul style="list-style-type: none"> <li>● Ensures relevant support is provided to the examinations officer in recruiting, training and deploying a team of invigilators</li> <li>● 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)</li> <li>● 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</li> <li>● 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</li> </ul>
<p>Examinations officer</p>	<ul style="list-style-type: none"> <li>● Signposts relevant centre staff to JCQ documents and awarding body documentation relating to the examination/assessment process that have been updated</li> <li>● Signposts relevant centre staff to JCQ information that must be provided to candidates</li> <li>● As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites</li> <li>● 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</li> <li>● Collates all information gathered into one central point of reference</li> <li>● Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications</li> </ul>

	<ul style="list-style-type: none"> <li>● Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment</li> <li>● Respond (or ensure teaching staff respond) to requests from the examinations officer on information gathering</li> <li>● Meet the internal deadline for the return of information</li> <li>● Inform the examinations officer of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body</li> <li>● Note the internal deadlines in the annual exams plan and directs teaching staff to meet these</li> </ul>
Senior Leaders	<ul style="list-style-type: none"> <li>● Respond (or ensure teaching staff respond) to requests from the examinations officer on information gathering</li> <li>● Meet the internal deadline for the return of information</li> <li>● Inform the examinations officer of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body</li> <li>● Note the internal deadlines in the annual exams plan and directs teaching staff to meet these</li> </ul> <p><b>Controlled assessments, coursework and non-examination assessments</b></p> <ul style="list-style-type: none"> <li>● 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)</li> <li>● Ensure appropriate internal moderation, standardisation and verification processes are in place</li> <li>● Ensure teaching staff delivering AQA Applied General qualifications, OCR Cambridge Nationals, Entry Level Certificate or Project qualifications (and CCEA GCE unitised AS and A-level qualifications) follow JCQ <a href="#">Instructions for conducting coursework</a> and the specification provided by the awarding body</li> <li>● Ensure teaching staff delivering reformed GCE &amp; GCSE specifications (which include components of non-examination assessment) follow JCQ <a href="#">Instructions for conducting non-examination assessments</a> and the specification provided by the awarding body</li> <li>● For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body</li> <li>● 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</li> </ul> <p><b>Invigilation</b></p> <ul style="list-style-type: none"> <li>○ Recruits additional invigilators where required to effectively cover all exam periods/series throughout the academic year</li> <li>○ Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them</li> <li>○ 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</li> <li>○ 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)</li> </ul>

	<ul style="list-style-type: none"> <li>○ 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</li> </ul>
ALS Leader/ SENCo	<p><b>Access arrangements</b></p> <ul style="list-style-type: none"> <li>● Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements</li> <li>● Gathers <b>evidence</b> to support the need for access arrangements for a candidate</li> <li>● Liaises with teaching staff to gather evidence of <b>normal way of working</b> of an affected candidate</li> <li>● Determines candidate eligibility for arrangements or adjustments that are centre-delegated</li> <li>● Gathers signed <b>Personal data consent</b> forms from candidates where required and ensures <b>Data protection confirmation(s)</b> by the examinations officer or SENCo are completed</li> <li>● Applies for <b>approval</b> through <b>Access arrangements online (AAO)</b> via the <b>Centre Admin Portal (CAP)</b>, where required or through the awarding body where qualifications sit outside the scope of AAO</li> <li>● 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)</li> <li>● Ensures all candidates with AAO have an up-to-date profile on the Centre Admin Portal ahead of the modified paper request date (January of the examination year)</li> <li>● Employs good practice in relation to the Equality Act 2010</li> <li>● Liaises with the examinations officer regarding exam time arrangements for access arrangement candidates</li> <li>● 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</li> <li>● Works with the examinations officer 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</li> <li>● Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations</li> <li>● 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</li> </ul>
Teaching staff	<p><b>Controlled assessments, coursework and non-examination assessments</b></p> <ul style="list-style-type: none"> <li>○ Ensure appropriate instructions for conducting internal assessment are followed</li> <li>○ 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</li> <li>○ 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. Unless specified, candidates have a minimum of a five-day window of appeal</li> </ul>

## ENTRIES

Examinations officer	<ul style="list-style-type: none"> <li>● Requests estimated or early entry information, where this may be required by awarding bodies, from in a timely manner to ensure awarding body external deadlines for submission can be met</li> <li>● Requests final entry information from subject leaders (or relevant roles) in a timely manner to ensure awarding body external deadlines for submission can be met</li> <li>● Informs subject leaders of subsequent deadlines for making changes to final entry information without charge</li> <li>● 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</li> <li>● Confirms with HoDs final entry information that has been submitted to awarding bodies</li> <li>● 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</li> <li>● 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</li> <li>● Provides candidates with statements of entry for checking</li> </ul>
Senior Leaders	<ul style="list-style-type: none"> <li>● Provide information requested by the examinations officer to the internal deadline</li> <li>● Inform the examinations officer immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes               <ul style="list-style-type: none"> <li>○ changes to candidate personal details</li> <li>○ amendments to existing entries</li> <li>○ withdrawals of existing entries</li> </ul> </li> <li>● Check final entry submission information provided by the examinations officer and confirms information is correct</li> </ul>
Teaching staff	<ul style="list-style-type: none"> <li>● Heads of Faculty and Teachers to complete entries via our MIS (Arbor) and sign printed copies to confirm that entries are correct.</li> <li>● Ensure candidates check statements of entry and return any relevant confirmation required to the examinations officer</li> </ul>
Candidates	<ul style="list-style-type: none"> <li>● On receipt of their Statement of Entry, candidates confirm entry information is correct or notify the examinations officer of any discrepancies before the set deadline.</li> </ul>

### Entry Fees/Late Entry Fees

- Most examination fees are paid from the school's examination budget
- Late fees may be charged to departments due to an error on the department's part if there has been a mistake in regard to registration or entry information
- Late fees may be charged to individual students if these are the result of them requiring a change to the entries which is against the school's advice (in line with the school's Charging and Remissions Policy)
- Any students in NHSG Sixth Form who has not achieved a Grade 4 in GCSE English or maths will attend re-sit classes and will be entered by the school to retake the relevant examination
- Students who are opting to re-sit a unit of study (for example in terms of BTEC units) will be required to cover the cost of this additional entry

## PRE-EXAMS

Head of Centre	<p><b>Internal Assessment and Endorsements</b></p> <ul style="list-style-type: none"> <li>Ensures the centre's obligations as detailed in the regulations are met.</li> </ul>
Examinations officer	<p><b>Briefing Candidates</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Where relevant, issues relevant awarding body information to candidates</li> <li>Issues centre exam information to candidates including information on:             <ul style="list-style-type: none"> <li>exam timetable clashes</li> <li>arriving late for an exam</li> <li>absence or illness during exams</li> <li>what equipment is/is not provided by the centre</li> <li>food and drink in exam rooms</li> <li>unauthorised items in exam rooms</li> <li>when and how results will be issued and the staff that will be available</li> <li>post-results services information and how the centre will deal with requests from candidates</li> <li>when and how certificates will be issued</li> </ul> </li> </ul> <p><b>Dispatch of Exam Scripts</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Invigilation</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios</li> <li>Liaises with the SENCo (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates</li> </ul> <p><b>JCQ Centre Inspections</b></p> <ul style="list-style-type: none"> <li>Examinations officer or Senior leader will accompany the Inspector throughout a visit</li> </ul> <p><b>Seating and Identifying Candidates in Exam Rooms</b></p> <ul style="list-style-type: none"> <li>Ensures a procedure is in place to verify the identity of all candidates</li> </ul>

- Ensure the identification procedure is carried out (Senior Leadership/ Heads of Year will identify students whilst they line up for registration. Invigilators in the exam Halls can also identify students via their candidate labels or their school ID)
- 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)

#### **Security of Exam Materials**

- 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.

#### **Timetabling and Rooming**

- 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)
- 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

	<p><b>Alternative Site Arrangements</b></p> <ul style="list-style-type: none"> <li>• (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</li> <li>• 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</li> </ul>
<p><b>SENCo (or equivalent role)</b></p>	<p><b>Access arrangements</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her</li> <li>• Ensures exam information (JCQ information for candidates documents, individual exam timetable, etc.) is adapted where this may be required for a candidate to access it</li> <li>• 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)</li> <li>• 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</li> <li>• Updates the school's MIS (Arbor) with students' access arrangements ahead of the deadline date for requesting modified papers.</li> </ul> <p><b>Internal Assessment and Endorsements</b></p> <ul style="list-style-type: none"> <li>• Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements</li> </ul> <p><b>Invigilation</b></p> <ul style="list-style-type: none"> <li>• Liaises with the examinations officer regarding facilitation and invigilation of access arrangement candidates</li> </ul> <p><b>JCQ Centre Inspections</b></p> <ul style="list-style-type: none"> <li>• Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise</li> <li>• Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)</li> <li>• The school SENCo works part-time therefore the school's SEND Inclusion Manager may meet with the inspector with a senior leader should the inspection land on a non-working day for the SENDCo.</li> </ul> <p><b>Timetabling and Rooming</b></p> <ul style="list-style-type: none"> <li>• Liaises with the examinations officer regarding rooming of access arrangement candidates</li> </ul>

	<ul style="list-style-type: none"> <li>• Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams</li> </ul>
Teaching staff	<p><b>Internal Assessment and Endorsements</b></p> <ul style="list-style-type: none"> <li>• Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements</li> <li>• Assess and authenticate candidates' work</li> <li>• Assess endorsed components</li> <li>• Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies</li> <li>• Submits marks, endorsement grades and samples to awarding bodies/moderators/monitors to meet the external deadline</li> </ul> <p><b>Security of Exam Materials</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Invigilators	<p><b>Seating and Identifying Candidates in Exam Rooms</b></p> <ul style="list-style-type: none"> <li>• Follow the procedure for verifying candidate identity provided by the examinations officer</li> <li>• Seat candidates in exam rooms as instructed by the examinations officer/on the seating plan</li> </ul>
Reception Staff	<p><b>Security of Exam Materials</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Site Staff	<p><b>Timetabling and Rooming</b></p> <ul style="list-style-type: none"> <li>• Liaise with the examinations officer to ensure exam rooms are set up according to JCQ and awarding body requirements</li> </ul>
Candidates	<ul style="list-style-type: none"> <li>• Authenticate their work as required by the awarding body</li> </ul>

<b>EXAM TIME</b>	
Head of Centre	<p><b>Conducting Exams</b></p> <ul style="list-style-type: none"> <li>• Ensures the centre's obligations as detailed in the regulations are met.</li> </ul> <p><b>Exam Rooms</b></p> <ul style="list-style-type: none"> <li>• Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room</li> <li>• Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams</li> <li>• Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks</li> <li>• Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates</li> <li>• Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates</li> </ul> <p><b>Irregularities</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	investigated and reported to the awarding body <b>immediately</b> , by completing the appropriate documentation
Examinations officer	<p><b>Candidate Absence and Late Arrival</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Warns candidates that their script may not be accepted by the awarding body</li> </ul> <p><b>Conducting Exams</b></p> <ul style="list-style-type: none"> <li>● Has a process in place to deal with emergency/temporary access arrangements as they arise at the time of exams applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO</li> <li>● Ensures exams are conducted according to JCQ and awarding body instructions</li> <li>● Uses an <i>exam day checklist</i> to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed</li> </ul> <p><b>Exam Papers and Materials / Dispatch of Exam Scripts</b></p> <ul style="list-style-type: none"> <li>● Organises exam question papers and associated confidential resources in date order in the secure storage facility</li> <li>● Attaches erratum notices received to relevant sealed question paper packets</li> <li>● Collates attendance registers and examiner details in date order</li> <li>● Regularly checks mail or email inbox for updates from awarding bodies</li> <li>● 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</li> <li>● Ensures this second pair of eyes check is recorded</li> <li>● 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</li> <li>● Dispatches scripts as instructed by JCQ and awarding bodies</li> <li>● Keeps appropriate records to track dispatch</li> </ul> <p><b>Exam Rooms</b></p> <ul style="list-style-type: none"> <li>● Ensures exam rooms are set up and conducted as required in the regulations</li> <li>● Provides invigilators with appropriate resources to effectively conduct exams</li> <li>● 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)</li> <li>● 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)</li> <li>● Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates</li> </ul>

	<p>who may be in distress, recording any incidents or issues on the exam room incident log</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Provides authorised exam materials which candidates are not expected to provide themselves</li> <li>• Ensures invigilators and candidates are aware of the emergency evacuation procedure</li> <li>• Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated</li> </ul> <p><b>Special Consideration</b></p> <ul style="list-style-type: none"> <li>• Processes eligible applications for special consideration to awarding bodies</li> <li>• Gathers evidence which may need to be provided by other staff in centre or candidates</li> <li>• Submits requests to awarding bodies to the external deadline</li> </ul>
Senior Leaders	<p><b>Exam Rooms</b></p> <ul style="list-style-type: none"> <li>• Ensure support is provided for the examinations officer and invigilators when dealing with disruptive candidates in exam rooms</li> <li>• Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate</li> </ul> <p><b>Special Consideration</b></p> <ul style="list-style-type: none"> <li>• Provide signed evidence to support eligible applications for special consideration</li> </ul>
Invigilators	<p><b>Candidate Absence and Late Arrival</b></p> <ul style="list-style-type: none"> <li>• Are informed of the policy/process for dealing with absent candidates through training</li> <li>• Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan</li> <li>• Are informed of the policy/process for dealing with late/very late arrival candidates through training</li> <li>• Ensure that relevant information is recorded on the exam room incident log</li> </ul> <p><b>Exam Rooms</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Candidates	<p><b>Exam Rooms</b></p> <ul style="list-style-type: none"> <li>• Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators</li> <li>• Are required to remain in the exam room for the full duration of the exam</li> </ul> <p><b>Special Considerations</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate evidence to support special consideration applications, where required</li> </ul>

### Candidate Absence and Candidate Late Arrivals

- Invigilators are responsible for using the seating plan to identify which candidates are missing as the exam is starting. This information is passed to SLT or the Exam officer for them to call the student.

- If a student is going to be late for an exam, they will be reminded to report to reception and ask for the examinations officer when they arrive
- If a student says they are unable to attend the exam they will be reminded to get evidence of the reason for their absence so that special consideration can be applied for and that failure to provide this evidence is likely to result in them being charged the entry fee for that subject
- Once candidates are seated and have started the examination, the Invigilator will complete the attendance register. This will allow for the identification of absent candidates who can be contacted as to their whereabouts
- 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

### **Food and Drink in Examination Rooms**

- Students may bring water in a clear plastic bottle with any label removed into the exam room.
- No other food is permitted unless a student has an established medical condition requiring this, any food brought into the examination room needs to be free from packaging.

### **Leaving the Examination Room**

Candidates are not allowed to leave the exam room unaccompanied. There are instances they may be able to leave temporarily and under supervision, these include:

- They have an access arrangement allowing them to take rest breaks/use the toilet. In these cases, the lead invigilator will contact the examinations officer who will arrange for the candidate to be collected from the exam room and accompanied.
- Candidates who require the use of the toilet during an exam, will be accompanied to the toilet by a member of centre staff. This can only take place if the amount of invigilators present is still within the JCQ required ratio; if this is not the case, the lead invigilator will contact the examinations officer who will arrange this.
- The lead invigilator will also keep a record of the times the student is absent from the exam room on the exam room incident log and adjust their end time to allow for them to have the full time for the examination.

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

- A member of SLT or ELT will be present at the start of the exam to ensure students settle.
- If invigilators are concerned about the behaviour of any candidate, they will contact the examinations officer and a member of SLT (if not already present)
- Where a candidate is being disruptive, the invigilator must warn the candidate that she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification.
- The invigilator must record the incident on the exam room incident log.
- The Head of centre has the authority to remove a candidate from the examination room, but should only do so if the candidate would disrupt others by remaining in the room.

## RESULTS AND POST RESULTS

Head of Centre	<p><b>Accessing Results</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Understands that it is not permitted to withhold provisional results from candidates under any circumstances</li> </ul> <p><b>Post-results Service</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Ensures that senior members of centre staff are available immediately after the publication of results</li> <li>● Understands that if the centre has concerns about one of its components /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)</li> </ul>
Examinations officer	<p><b>Managing Results Day</b></p> <ul style="list-style-type: none"> <li>● Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place:</li> <li>● Students are invited to collect their results on the morning of their universal release.</li> <li>● Senior leaders and the examinations officer are available during this time to advise students of possible next steps</li> </ul> <p><b>Accessing Results</b></p> <ul style="list-style-type: none"> <li>● Informs candidates in advance of when and how results will be released to them for each exam series</li> <li>● Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body</li> <li>● Resolves any missing or incomplete results with awarding bodies</li> <li>● Issues statements of results to candidates on issue of results date</li> <li>● Provides summaries of results for relevant centre staff on issue of results date</li> </ul> <p><b>Post-results Service</b></p> <ul style="list-style-type: none"> <li>● Provides information to candidates and staff on the services provided by awarding bodies and the fees charged</li> <li>● Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met</li> <li>● Provides a process to record requests for services and to collect candidate informed consent (after the publication of results) and fees where relevant</li> <li>● Submits requests to awarding bodies to meet the external deadline for the particular service</li> <li>● Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes</li> <li>● Updates centre results information, where applicable</li> </ul> <p><b>Retention of Records</b></p> <ul style="list-style-type: none"> <li>● Keeps records as required by JCQ and awarding bodies for the required period</li> <li>● Keeps records as required by the centre's records management policy</li> </ul> <p><b>Exams Review</b></p>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review</li> </ul>
Senior Leaders	<p><b>Internal Assessment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Ensures work is returned to candidates after the retention period or disposed of according to the requirements</li> </ul> <p><b>Managing Results Day</b></p> <ul style="list-style-type: none"> <li>• Identify centre staff who will be involved in the main summer results day(s) and their role</li> <li>• 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</li> </ul> <p><b>Analysis of Results</b></p> <ul style="list-style-type: none"> <li>• DHT for Raising Standards provides analysis of results to appropriate centre staff</li> <li>• Provides results information to external organisations where required</li> <li>• Undertakes the DfE School and College Checking Exercises</li> <li>• Work with the examinations officer to produce a plan to action any required improvements identified in the review of exams</li> </ul>
Teaching staff	<p><b>Post-results Service</b></p> <ul style="list-style-type: none"> <li>• Meet internal deadlines to request the services and gain relevant candidate informed consent</li> <li>• Identify the budget to which fees should be charged</li> </ul> <p><b>Analysis of Results</b></p> <ul style="list-style-type: none"> <li>• Teachers and HoDs provide analysis of results to the Head of Centre</li> </ul>
Candidates	<p><b>Post-results service</b></p> <ul style="list-style-type: none"> <li>• Meet internal deadlines to request the services</li> <li>• Provide informed consent and fees, where relevant</li> </ul>

## Certificates

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

- Candidates are notified by email once certificates have been received and prepared for issue. Candidates are required to provide a personal email address before the results day in order to be contacted via email to notify them. This is gathered on a Google form.
- Certificates are collected from reception and students sign to confirm receipt.
- Certificates are stored in folders in the exams office until students collect them or reach the age of 25.
- Once an ex-student reaches the age of 25 the details of their certificates are recorded on a spreadsheet and the certificates shredded

- Candidates may arrange certificates to be collected on their behalf by providing the examination officer with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificate.

## Examinations: Safeguarding and Child Protection Policy

This policy details how Norbury High, in relation to the management, administration and conducting of examinations and assessments, ensures that the moral and statutory responsibility to safeguard and promote the welfare of children is met.

The procedures contained in this policy apply to all staff associated with the management, administration and conducting of examinations and assessments at Norbury High.

This policy runs alongside the school's Safeguarding and Child Protection Policy.

### Policy aims

- To provide all exams-related staff at Norbury High with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the commitment with regard to safeguarding and child protection to pupils/students, parents/carers and other partners when taking examinations and assessments at Norbury High
- To contribute to the wider centre Child Protection and Safeguarding Policy

### Roles and responsibilities

#### Designated safeguarding lead (DSL)

DSL her deputies) will take lead responsibility for child protection and safeguarding in relation to examinations and assessments. The DSL will offer advice, support and expertise in all matters relating to child protection and safeguarding in relation to examinations and assessments etc.

#### Examinations officer

Will support the DSL as directed, and undertake all relevant training etc.

**Other exams staff** Invigilators, facilitators of access arrangements etc.

Will undertake training as directed by the DSL, report child protection and safeguarding issues/concerns in line with centre processes/policy etc.

### Recruitment and training

Norbury High will ensure that only suitable adults are employed in the management, administration and conducting of examinations and assessments and if, offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role.

All information on the checks carried out on those who are employed solely for the purpose of periodic exams-related activity, such as external invigilators, will be recorded in the centre's single central record (SCR). Copies of these, where appropriate, will be held in individuals' personal files.

All examinations staff at Norbury High are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding including referencing to Keeping Children Safe in Education. As part of exam invigilation induction ahead of their employment date, they are introduced to a school safeguarding officer who delivers training on school safe guarding practices including the process of reporting concerns.

### **Protocols for one-to-one support/supervision**

Where staff are engaged in invigilation/facilitation and/or centre supervision on a one-to one basis with a candidate the following protocols should be followed.

### **Summoning immediate assistance in case of any concern**

Use the phone or radio provided to call the Examinations Officer. Where there is no access to a school phone, invigilators have been instructed to use their mobile phone should an immediate concern arise.

The examinations officer will act as a roving invigilator or a roving invigilator will be scheduled to check on any student being supervised on a one-to-one basis at regular intervals during an exam.

### **Leaving the examination room temporarily**

Where a member of staff may accompany a candidate requiring a toilet break check that the toilets are unoccupied then allow the student to enter and wait outside.

Where a member of staff may accompany a candidate who is feeling unwell, they should be taken to the medical room at the front of the school. If this is already occupied then they should use the second area of the medical room; the invigilator should remain with the student until a decision is made as to whether they will return to the exam. The examinations officer together with the receptionists/Head of Centre will decide whether the student should return to the exam room or whether parents should be contacted to collect the student.

### **Reporting**

The process for staff to report issues/concerns to child protection and safeguarding is detailed in the centre's Child Protection and Safeguarding Policy which can be found on the school's website.

## Examinations: Complaints Policy

The purpose of this policy is to confirm the arrangements for complaints at Norbury High School for Girls 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.

This policy runs alongside the school's Complaints Policy.

### Grounds for complaint

A candidate (or parent/carer) at Norbury High School for Girls may make a complaint on the grounds below:

#### Teaching and Learning:

1. Quality of teaching and learning, for example
  - Teacher lacking knowledge of new specification/incorrect core content studied/taught without adequate training or subject matter support.
  - Core content not adequately covered
2. Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
3. The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions

#### Centre assessed marking:

1. The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body.
2. Candidate not informed of his/her centre assessed marks in sufficient time (minimum of 5 days) to request/appeal a review of marking prior to marks being submitted to the awarding body
3. Candidate not given sufficient time to review materials to make a decision whether to request a review of centre assessed marks

#### Access Arrangements:

1. Candidate not assessed by the centre's appointed assessor
2. Candidate not involved in decisions made regarding his/her access arrangements
3. Candidate did not consent to record their personal data online (by the non-acquisition of a completed candidate personal data consent form)
4. Candidate was not informed that an application for access arrangements was to be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018
5. Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
6. Exam information not appropriately adapted for a disabled candidate to access it
7. Adapted equipment put in place failed during exam/assessment
8. Approved access arrangement(s) not put in place at the time of an exam/assessment
9. Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

### Entries:

1. Failure to clearly explain a decision of entry/non-entry for a qualification to candidate (or parent/carer)
2. Candidate entered for the wrong examination/assessment
3. Candidate entered for the wrong tier of entry

### Conducting examinations:

1. Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
2. Failure to conduct exam according to the regulations
3. Online or IT system failed during online/word processed exam/assessment
4. Disruption during exam/assessment
5. Alleged, suspected or actual malpractice incident not investigated/reported
6. Failure to inform/update candidate on the outcome of a special consideration application

### Results and Post-results:

1. Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
2. Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
3. Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
4. 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**)
5. Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
6. Centre missed awarding body deadline to apply for a post-results service
7. Centre applied for a post-results service for candidate without gaining required candidate consent/permission

### Raising a concern/complaint:

If a candidate (or parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification, Norbury High School for Girls encourages them to try to resolve this informally in the first instance. This can be undertaken by raising the concern or complaint in person 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 and investigated:

- All documentation relating to the submission of a formal complaint is available from, and should be returned to the school's HR manager Mrs D McCardie. The school's formal complaints procedures will then be followed in resolving the complaint.

## Examinations: Conflicts of Interest Policy

The purpose of this policy is to confirm how Norbury High School for Girls manages conflicts of interest under normal delivery arrangements in accordance with the regulations.

Norbury High manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:

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

maintains internal records of **all instances** where:

- 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 the centre itself or other centres
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres

### Declaration of interest:

A process is in place to collect any declaration of interest from all staff to identify and manage any potential conflict of interest. A Google form of the declaration of interest form is sent to all members of staff in September. LFoley will give a hard copy of the form to complete to any members of staff that has made a declaration for the school's reference. Any new members of staff joining after this date are required to complete the conflict of interest form.

### Managing conflicts of interest:

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

## **Roles and responsibilities:**

### **The role of the head of centre**

- Ensure conflicts of interest are managed according to the requirements

- Ensure clear records are maintained and that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected
- Ensure the records are available where they may be requested by a JCQ Centre Inspector and/or awarding body staff
- Ensure the records are retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensure that entering members of centre staff for qualifications at this centre is as a last resort in cases where the member of centre staff is unable to find another centre
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment

#### **The role of the examinations office/officer**

- Ensure the process for collecting declarations of interest is undertaken.  
Identify and follow the awarding body's administrative process for submitting details of members of staff who are:
  - Taking qualifications which include internally assessed components/units at their own centre
  - Teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units
  - Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later

This policy details how Norbury High in relation to exams management and administration, ensures compliance with the regulations as set out by the Data Protection Act 2018 (DPA 2018) and 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 these *General Regulations* 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. (JCQ [General Regulations for Approved Centres](#)).

This policy runs alongside the school's Data Protection Policy.

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.

### **Exams Related Information**

There is a requirement for the exams officer to hold exams-related information on candidates taking external examinations.

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

- Awarding bodies
- Joint Council for Qualifications
- Department for Education
- Local Authority
- The Manor Trust

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

- hard copy
- email
- secure extranet site(s) – e-AQA; OCR Interchange; Pearson Edexcel Online; WJEC Secure services
- Arbor provided by Capita 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, special consideration requests and exam results/post-results/certificate information.

Candidates are made aware of the above on joining the school and have access to this policy via the school website.

When exam entries are made, the centre also brings to the attention of candidates the annually updated JCQ document Information for candidates – Privacy Notice which explains how the JCQ awarding bodies process their personal data in accordance with the DPA 2018 and UK GDPR.

Candidates eligible for access arrangements which require awarding body approval are also required to provide their consent by signing the GDPR compliant JCQ candidate personal data consent form (Personal data consent, Privacy Notice (AAO) and Data Protection confirmation) before access arrangements approval applications can be processed online. Those for whom a request for special consideration is made are also required to provide their consent by signing a data protection notice.

### 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
Desktop computer;	Protected by Sophos antivirus software and firewall Independent backup to Redstore (online) Fail safe - Unit swap out.  Current examinations officer computer was purchased in 2023.	N/A

Software/online system	Protection measure(s)
Arbor	All members of staff have individual usernames and passwords and are responsible for keeping these secure.  Password Rule is a mixture of letters, numbers and characters. Firewall and Antivirus are set and monitored centrally. Password change is forced centrally.
A2C	This can only be accessed by the examinations officer and requires the examinations officer to log onto the school system.
Exam board secure websites	Members of staff have to request a login from the examinations officer which they are then required to keep secure. Most exam boards have moved to two-factor authentication.

### 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 process set out in the school's Data Protection Policy will be followed.

## **Cyber security**

In respect of examinations, the head of centre ensures 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
- 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

This policy is implemented alongside the school's cybersecurity practices and resilience arrangements as per the school's Data Protection Policy (Wandle Learning Trust).

## **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

Any examination material with student information is shredded at the end of the examination season; the main examination halls have confidential waste bins.

All documentation related to an exams series is held for a period of two academic years, after which it is shredded. Uncollected examination certificates are held up until the candidate has reached the age of 25.

## **Access to information**

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 examinations officer in writing. If this is done from an email which is not on the school system the student must provide a photo ID to confirm their identity.

#### 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 unless a request is accompanied with permission from the candidate and appropriate evidence (where relevant), to verify the ID of both parties, provided.

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 Family Liaison Officer will confirm the status of these agreements and approve/reject any requests.

### **Sharing information with parents:**

- Exam timetables will be emailed to both students and parents/carers
- Exam results will be shared with parents/carers if they can prove they have the student's permission and can verify their identity
- If parents/carers request information on a student's exam results and cannot prove they have the student's permission the request will be passed to the Data Protection Officer

### **Publishing examination results:**

Individual exam results will only be published with the permission of an individual candidate.

Norbury High will publish exam results to the media or within the centre (e.g. on an honours board) in line with the following principles:

- Refer to guidelines as published by the Joint Council for Qualifications
- Act fairly when publishing results, and where people have concerns about their or their child's information being published, taking those concerns seriously

- Ensure that all candidates and their parents/carers are aware as early as possible whether examinations results will be made public and how this will be done
- Explain how the information will be published. For example, if results will be listed alphabetically, or in grade order

As Norbury High will have a legitimate reason for publishing examination results, consent is not required from students or their parents/carers for publication. However, if a student or their parents/carers have a specific concern about publication of their results, they have the right to object. This objection must be made in writing to the Headteacher and Head of Centre who will consider the objection before making a decision to publish and reply with a good reason to reject the objection to publish the exam results.

## Table recording candidate exams-related information held

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	Information as to what access arrangements students are entitled to is shared with all teaching staff. Information of students' difficulties are shared with exam boards in order to get approval for access arrangements.	Candidate name Candidate DOB Gender Data protection notice (candidate signature) Diagnostic testing outcome(s) Specialist report(s) (may also include candidate address) Evidence of normal way of working	Access Arrangements Online Arbor  Secure intranet and google drive In folders	Secure user name and passwords used In secure office (SENCo)	Until deadlines for reviews and appeals have passed and any reviews and appeals have been completed (up to two years from the date).
Alternative site arrangements	Details of arrangement for students sitting exams at a different location because they are unable to attend the centre.	Candidate name Candidate number	Centre administration portal In folder	Secure user name and password In secure exams office	
Attendance registers copies	Records of attendance at each individual exam.	Candidate name Candidate number	In folder	In secure exams office	
Candidates' scripts	Individuals' exam papers are stored securely between them being sat and them being collected by Parcelforce.	Candidate name Candidate number Candidate responses	In secure locking cabinet	In secure exam store	Until Parcelforce collect
Candidates' work	Candidates' NEA work/coursework	Candidate name Candidate number Candidate work	In secure locking cabinet	Within faculty area	Stored securely between sessions and after completion until after the deadline for EARs or until any EAR is complete.
Certificates	Certificates awarded by each exam board for candidates	Candidate name Subjects and grades achieved by candidates	In box files in cupboard	In secure exams office	Kept until students reach the age of 25.
Certificate destruction information	Record of certificates destroyed once student reaches the age of 25.	Candidate name Subjects and grades achieved by candidates	Information recorded on a spreadsheet saved within secure IT system	Secure user name and password	Kept indefinitely (accessed only by examinations officer and SLT lead)
Certificate issue information	Sheets signed by students confirming that they have received their certificates.	Candidate name Subjects and grades achieved by candidates	In secure locking cabinet	In secure exams office	Kept at least until students reach the age of 25
Conflicts of Interest records	Information provided by members of staff on potential conflicts of interest or confirming that there aren't any. A log detailing measures taken to address any potential conflicts of interest	Candidate name Candidate number Details of centres where family members are sitting exams	In secure locking cabinet	In secure exams office	Until deadlines for reviews and appeals have passed and any reviews and appeals have been completed (up to two years from date)

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
Entry information	Entry lists for each class.	Candidate name Candidate number Subject information and where relevant tier of entry	In secure locking cabinet	In secure exams office	Until deadlines for reviews and appeals have passed and any reviews and appeals have been completed (up to two years from date)
Exam room incident logs	Details of anything which occurred during public exams including any students leaving an exam before the end.	Candidate name Candidate number Information on what occurred.	In secure locking cabinet	In secure exams office	
Invigilator and facilitator training records	Certificates showing completion of "the Exams Office" online modules.	Invigilator name Details of modules completed and scores.	In secure locking cabinet	In secure exams office	
Overnight supervision information	Records of the arrangements of any overnight supervision.	Candidate name Candidate number Declarations signed by supervising adults.	In secure locking cabinet	In secure exams office	
Post-results services: confirmation of candidate consent information	Candidate consent form.	Candidate name Candidate number Details of service to be requested	In secure locking cabinet	In secure exams office	
Post-results services: requests/outcome information	Requests and outcomes downloaded from exam board websites.	Candidate name Candidate number Details of service to be requested	In secure locking cabinet Also stored electronically on secure system	In secure exams office Secure user name and password	
Post-results services: scripts provided by ATS service	Scripts provided by exam boards in electronic form or hardcopy	Candidate name Candidate number Candidate responses	In secure locking cabinet Also stored electronically on secure system where electronic version provided	In secure exams office Secure user name and password	Until passed to student or requesting department.
Post-results services: tracking logs	Logs tracking the progress of each EAR.	Candidate name Candidate number Details of service to be requested	In secure locking cabinet	In secure exams office	Until deadlines for reviews and appeals have passed and any reviews and appeals have been completed (up to two years from date)
Private candidate information	Personal details and exam information.	Candidate name Candidate number Contact details Details of exams being sat by any external candidate.	In secure locking cabinet	In secure exams office	Until deadlines for reviews and appeals have passed and any reviews and appeals have been completed (up to two years from date)

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
Resolving timetable clashes information	Clash forms	Candidate name Candidate number Details of exams which clashed and the arrangements agreed	In secure locking cabinet	In secure exams office	
Results information	EDI files Candidate results slips Various exam board produced lists of results	Candidate name Candidate number Details of exams sat and grades awarded.	Stored electronically in SIMS and in other secure IT system In secure locking cabinet	Secure user name and password In secure exams office	For at least 6 years after the issue of results. In the case of candidate results slips until collected or posted.
Seating plans	Details of how candidates were sat for each individual exam session	Candidate name Candidate number Details of exam being sat	In secure locking cabinet	In secure exams office	Until deadlines for reviews and appeals have passed and any reviews and appeals have been completed (up to two years from date)
Special consideration information	Records of applications made for special consideration Evidence obtained to back applications for special consideration	Candidate name Candidate number Details of medical conditions or personal circumstances which entitle a candidate to special consideration	Stored electronically on secure IT system In secure locking cabinet	Secure user name and password In secure exams office	
Suspected malpractice reports/outcomes	Records of reported suspected malpractice and the outcomes of investigations	Candidate name Candidate number Details of suspicions Details of the outcomes of the investigations	Stored electronically on secure IT system In secure locking cabinet	Secure user name and password In secure exams office	For 6 years from the issue of the outcome.
Transferred candidate arrangements	Transferred candidate arrangements	Candidate name Candidate number Details of the centre taking the transferred candidate	Stored electronically on secure IT system In secure locking cabinet	Secure user name and password In secure exams office	Until deadlines for reviews and appeals have passed and any reviews and appeals have been completed (up to two years from date)
Very late arrival reports/outcomes	Very late arrival reports/outcomes	Candidate name Candidate number Details of the late arrival and the reason for this	Stored electronically on secure IT system In secure locking cabinet	Secure user name and password In secure exams office	

## Examinations: Equality Policy

This document is provided as an exams-specific supplement to the centre-wide equalities/disability/accessibility policy/plan which details how the centre will:

- recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, 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; †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect  
(JCQ's General Regulations for Approved Centres, section 5.4)

This publication is further referred to in this policy as [GR](#)

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

### The Equality Act 2010 definition of disability

A definition is provided on page 9 of the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments 2022-2023

This publication is further referred to in this policy as [AA](#)

### Identifying the need for access arrangements

#### **Roles and responsibilities:**

##### **(a) Head of centre**

Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

##### **(b) Senior leader(s)**

Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

##### **(c) Additional learning support (ALS) lead/Special educational needs coordinator**

SENCo (or equivalent role) Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)

- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as in Chapter 7 of AA
- Leads on the access arrangements process to facilitate access for candidates.

- Ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre.
- Ensures the need for access arrangements for a candidate is considered on a subject-by subject basis.
- Works with teaching staff, relevant support staff and the exams officer to ensure centre delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

**(d) Teaching staff**

Inform the ALS lead/SENCo (or equivalent role) of any support that might be needed by a candidate

**(e) Support staff**

(where appropriate) Provide comments/observations to support the ALS lead/SENCo (or equivalent role) to 'paint a holistic picture of need', confirming normal way of working for a candidate

**(f) Assessor of candidates with learning difficulties**

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor)

- Has detailed understanding of the JCQ publication AA.

**Use of word processors**

The Word Processor Policy which details the criteria the centre uses to award and allocate word processors for exams.

**Requesting access arrangements**

**(a) ALS lead/SENCo (or equivalent role)**

Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated.

**(b) Exams officer (EO)**

Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role

**Implementing access arrangements and the conduct of exams**

### **Roles and responsibilities:**

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication Instructions for conducting examinations (ICE).

#### (a) Head of centre

- Supports the SENCo (or equivalent role), the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

#### (b) ALS lead/SENCo (or equivalent role)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access 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 and ensures the candidate understands what will happen at exam time.
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams.
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.

#### (c) Examinations Officer

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE
- Ensures exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested.
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage. Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.
- Liaises with the SENCo (or equivalent role) to ensure exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Liaises with the SENCo (or equivalent role) regarding the facilitation and invigilation of access arrangement candidates.

- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the access arrangement(s)
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not a relative, friend, peer, or private tutor of the candidate.
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher but where the candidate's own subject teacher must be used, ensures a separate invigilator is always present.
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams. Candidates with access arrangements are identified on exam room seating plans and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded.
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Understands that where permitted/approved, a secure question paper packet may need to be opened early in the secure room to facilitate the following:
  - o a Language Modifier may have access to the question paper 60 minutes prior to the awarding body's published start time for the exam to prepare. .
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation.

(d) Other relevant Centre Staff

- Support the SENCo (or equivalent role) and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Staff responsible for IT or other specialist equipment that may need to be provided or adapted for a candidate.
- Premises staff responsible for rooms and non-specialist equipment (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate.
- Senior staff responsible for the centre's emergency evacuation procedures and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

### Internal Assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked, and internally moderated/standardised by the centre and externally moderated by the awarding body.

(a) ALS lead/SENCo (or equivalent role)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment.
- Ensures candidates are aware of the access arrangements that are in place for their assessments.
- Ensures a candidate has had appropriate opportunities to practise using the access arrangement(s) before his/her first examination.

**(b) Teaching staff**

- Support the SENCo (or equivalent role) in implementing appropriate access arrangements for candidates

**Internal exams**

These are exams or tests which are set and marked within the centre; normally a precursor to external assessments.

**(a) ALS lead/SENCo (or equivalent role)**

- (b) Liaises with teaching staff to implement appropriate access arrangements for candidates**

**(c) Teaching staff**

- support the SENCo (or equivalent role)
- in implementing appropriate access arrangements for candidates
- provide exam materials that may need to be modified for a candidate
- provide the SENCo (or equivalent role)
- with internal exam timetable to ensure arrangements are put in place when required

## Examinations: Resilience & Contingency Plan Policy

This plan examines potential risks and issues that could cause disruption to the exams process at Norbury High School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

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* and the JCQ Joint Contingency Plan for the Examination System in England, Wales, and Northern Ireland.

This plan also confirms Norbury High School's compliance with JCQ's General Regulations for Approved Centres (section 5.3) that the centre has in place:

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 staff absence. 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.

Possible causes of disruption to the exam process:

### 1. Head of Centre/SLT link staff member or Examinations Officer extended absence at key points in the exam process

#### 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 the post-results services

#### **Centre actions to mitigate the impact of the disruption**

If Examinations Officer is absent: SLT examinations line manager to assist where required and awarding bodies to be contacted for advice if necessary.

If Head of Centre is absent: Update awarding bodies and assign role to acting headteacher/head of centre (usually the deputy).

If SLT line manager is absent: Head of centre to assign SLT support (assistant headteacher for data) to the Examinations Officer.

Implement a shared google drive for key documentations as all stages of the examination cycle to ensure processes can be carried out without impact. This remains confidential and restricted to the examinations office, head of centre and SLT line manager.

### **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

#### **Centre actions to mitigate the impact of the disruption**

Examinations- staff to work with the SEND Inclusion Manager and SLT to identify students where applications for access arrangements may be required. The employment of outside professionals may be required to submit applications; however, the Head of Centre is a certified SENDco who can make applications if required.

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

Criteria for implementation of the plan

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

**Centre actions to mitigate the impact of the disruption**

Examinations Officer to liaise with Head of department and/or SLT to ensure all necessary deadlines are adhered to. If this is not possible, the Examinations Officer will liaise with the awarding bodies and act upon advice received.

**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

**Centre actions to mitigate the impact of the disruption**

Examinations Officer will review invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion. Shortages reported to SLT line manager so suitable arrangements can be made. School staff will be trained and ready for invigilation duties at short notice and at peak times if required however this will also adhere to JCQ guidelines regarding suitable persons for invigilation.

**5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

Criteria for implementation of the plan

Examinations officer unable to identify sufficient/appropriate rooms during exams timetable planning Insufficient rooms available on peak exam days

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

**Centre actions to mitigate the impact of the disruption**

The Examination officer will organise rooming through the crafting of the master examinations timetable and flag any potential clashes, ensuring sufficient time is available to identify appropriate rooms. In the event of a room not being available at very short notice, SLT and The Examinations officer will work together to ensure that sufficient staff are available to ensure the security of the examination is not compromised, whilst alternative rooming is sourced.

Alternative venue details: Kensington Avenue Primary School which is located opposite the school.

## 6. Cyber security

**Criteria for implementation of the plan**

Where a cyber-attack may compromise any aspect of delivery

The examinations officer will work with the SLT and Eduthing (internal network support provider), to make immediate contact with the Awarding Bodies to seek further guidance and support. The SLT will work with the examinations officer to take as action as determined by the relevant awarding bodies.

**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).**

Back-ups are taken daily of the MIS and the data is stored offline. The systems for restoring the data are reliable and robust. The school will make contact with the police and Action Fraud. The school will make contact with the National Cyber Security Centre (NCSC). The school will inform the Department for Education

## 7. Failure of IT systems

**Criteria for implementation of the plan**

- IT system corruption affecting candidates' work
- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

**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).**

The examinations officer, in consultation with SLT, will make entries from another venue direct to the awarding bodies. Results may also be accessed directly from the awarding body. At all times during the system failure the examinations officer will liaise with the awarding body to minimise disruption and costs incurred. Contact made with Eduthing throughout.

## 8. Emergency evacuation of the exam room (or centre lock down)

### Criteria for implementation of the plan

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

### **Centre actions to mitigate the impact of the disruption**

Examinations officer will liaise with awarding body to discuss alternative arrangements and liaise with SLT to take appropriate action.

## 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.

### **Centre actions to mitigate the impact of the disruption**

- SLT to manage all such incidents. Candidates will be taught remotely.
- 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**

- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

## 10. Centre may not be able to open for examinations

### Criteria for implementation of the plan

Centre at risk of being unable to open as normal for scheduled examinations

### **Centre actions to mitigate the impact of the disruption**

The examinations officer will contact the relevant awarding body to discuss alternative arrangements and liaise with SLT to take appropriate action. Alternative venue details: Kensington Avenue Primary School

## 11. 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

**Centre actions to mitigate the impact of the disruption**

Examinations officer to liaise with awarding organisations to get electronic access to examination papers via a secure external network. Examinations officer to ensure that copies are received, made and stored under secure conditions. Awarding organisations would provide guidance on the conduct of examinations in such circumstances. As a last resort, and in close collaboration with centres and regulators, awarding organisations would consider scheduling of the examination on an alternative date.

**12. 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

**Centre actions to mitigate the impact of the disruption**

Where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, the examinations manager will contact the relevant awarding bodies for advice and instructions and will not make their own arrangements for transportation unless told to do so by the awarding body. For any examinations where we make our own collection arrangements, examinations officer will investigate alternative options that comply with the requirements detailed in the JCQ publication Instructions for conducting examinations. Examinations officer to ensure secure storage of completed examination scripts until collection.

**13. 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.

**Centre actions to mitigate the impact of the disruption**

Examinations officer will contact the awarding body to notify them of any such incidents and act upon advice given.

**14. 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

**Centre actions to mitigate the impact of the disruption**

Examinations Officer will liaise with SLT to make arrangements to access the results/post-results services at an alternative site, in agreement with the relevant awarding organisation, or to send them electronically if appropriate.

## 15. Exam board request evidence of subject student performance

### Criteria for implementation of the plan

A request is made by the awarding body for evidence of student work.

### **Centre actions to mitigate the impact of the disruption**

All examination groups require one formal assessment being retained by the faculty should a request be made. All students sit the retained formal assessment in the same way as per JCQ guidelines; students who are absent are unable to sit internal formal assessments at a later date to maintain the integrity of the paper being retained.

Norbury High 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. Out of office email replies are turned on during school holidays however they have emergency contact information of senior staff who are available in each school holiday. However, a number of contacts can be provided to reduce the risk of this falling on one individual throughout the summer holidays.

## 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**

#### **What schools and colleges and other centres should do if exams or other assessments are seriously disrupted**

##### **General contingency guidance**

- [emergency planning](#) and response from the Department for Education in England
- [school organisation](#): local-authority-maintained schools for the Department for Education in English

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

- [JCQ's notice to centres on exam contingency plans](#)
- [JCQ's notice on preparing for disruption to examinations](#)
- 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.

##### **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 Department for Education in England, the Department of Education 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.

## **JCQ**

JCQ Joint Contingency Plan [www.jcq.org.uk/exams-office/other-documents](http://www.jcq.org.uk/exams-office/other-documents)

JCQ Notice to Centres - Examination contingency plan/examinations policy  
[www.jcq.org.uk/exams-office/generalregulations/notice-to-centres--exam-contingency-plan/](http://www.jcq.org.uk/exams-office/generalregulations/notice-to-centres--exam-contingency-plan/)

General Regulations for Approved Centres [www.jcq.org.uk/exams-office/general-regulations](http://www.jcq.org.uk/exams-office/general-regulations)

Guidance notes on alternative site arrangements [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Guidance notes for transferred candidates [www.jcq.org.uk/exams-office/online-forms](http://www.jcq.org.uk/exams-office/online-forms)

Instructions for conducting examinations [www.jcq.org.uk/exams-office/ice---instructions-for-conductingexaminations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conductingexaminations)

A guide to the special consideration process [www.jcq.org.uk/exams-office/access-arrangements-and-specialconsideration/regulations-and-guidance](http://www.jcq.org.uk/exams-office/access-arrangements-and-specialconsideration/regulations-and-guidance)

## **GOV.UK**

Emergency planning and response: Exam and assessment disruption;  
[www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrensocial-care-settings](http://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrensocial-care-settings)

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning  
[www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service](http://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service)

## **National Cyber Security Centre**

The NCSC's free Web Check and Mail Check services can help protect schools from cyber-attacks. Two NCSC cyber security services, which are already helping thousands of organisations to protect their websites and email servers from cyber-attacks, are now available to all UK schools. Both tools are available free of charge, are quick to set up, and thereafter run automatically. More information is available from the NCSC website. The Department for Education has been asking centres to review National Cyber Security Centre advice following increasing number of cyber-attacks involving ransomware infections. NCSC information supports centres in cyber security preparedness and mitigation work. Ransomware attacks

continue and the Department is reminding centres to review the NCSC advice and to take precautions. This includes ensuring that you have backups in place for your key services and data.

## Examinations: Internal Appeals Policy

This procedure confirms Norbury High's compliance with JCQ's **General Regulations for Approved Centres** (section 5.3x) that the centre will:

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

This procedure covers appeals relating to:

- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration
- Centre decisions relating to other administrative issues

### Appeals relating to internal assessment decisions (centre assessed marks)

Certain GCSE, GCE and other qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed (marked) by Norbury High and internally 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.

This procedure confirms Norbury High's compliance with JCQ's General Regulations for Approved Centres (section 5.7) that the centre will:

- have in place and be available for inspection purposes, 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

### Deadlines for the submission of marks

Deadlines for submission of marks are released by the awarding body; Norbury High staff are required to meet the published deadline.

Norbury High is committed to ensuring that whenever their staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Norbury High is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of her work, or that the assessor has not properly applied the marking standards to his/her marking, then she may make use of the appeals procedure to consider whether to request a review of the centre's marking.

Norbury High will:

1. 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.

2. 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 their work in meeting the published assessment criteria
3. 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
4. having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as art work and recordings, inform the candidate that the original will be shared under supervised conditions) within 5 school days
5. inform candidates they will not be allowed access to original assessment material unless supervised
6. provide candidates with sufficient time (usually 24 hours) in order 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
7. provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing within 3 school days of receiving copies of the requested materials by completing the **internal appeals form**
8. allow 5 school days 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
9. 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 questions and has no personal interest in the outcome of the review
10. instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre
11. inform the candidate in writing of the outcome of the review of the centre's marking

The outcome of the review of the centre's marking will be 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. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies 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.

### **Appeals relating to centre decisions not to support a clerical check, a review of marking, a review of moderation or an appeal**

Following the issue of results, awarding bodies make post-results services available. Information on these are made available to candidates on results days, and they are requested through the examinations officer and paid for by the candidate.

Candidates are also 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/accessible immediately after the publication of results so that results may be discussed and decisions made on the submission of reviews of marking.

If the centre or a candidate (or his/her parent/carer) has a concern and believes 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 only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other 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

Where a concern is expressed that a particular result may not be accurate, the centre 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 centre supports any concerns.

For written components that contributed to the final result, the centre will:

1. Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking
2. In all other instances, consider accessing the script by:
  - (where the service is made available by the awarding body) 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. Informed written consent/permission must be obtained from the candidate to access his/her script.
3. 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
4. Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified
5. Collect informed written consent from the candidate to request the RoR service before the request is submitted
6. 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

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 (including priority service 2) is submitted to the awarding body.

Consent is required 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. Candidate consent must only be collected after the publication of results.

For any moderated components that contributed to the final result, the centre 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 the moderator's 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 RoR 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 the work of all candidates in the original sample

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of her script to support a review of marking by providing written permission for the centre to access the script and any required fee for this service for the centre to submit this request
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR 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 this service for the centre to submit this request
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample

If the candidate (or her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 5 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 his/her appeal before the internal deadline for submitting a RoR.

Following the RoR 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 RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. 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**. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within 5 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit 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.

### **Appeals regarding centre decisions relating to access arrangements and special consideration**

Norbury High will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications **Access Arrangements and Reasonable Adjustments** and **A guide to the special consideration process**
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

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

In accordance with the regulations, Norbury High:

- 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 have 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 AARA (Importance of these regulations)

### **Special consideration**

Where Norbury High can provide signed evidence to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

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

This may include Norbury High's decision not to make/apply for a specific 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 Norbury High 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 5 working 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 and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal within 10 working days of the appeal being received and logged by the centre.

If the appeal is upheld, Norbury High will proceed to implement the necessary arrangements/submit the necessary application.

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

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

Where Norbury High 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 the regulations or followed due process, a written request setting out the grounds for appeal should be submitted
- An **internal appeals form** should be completed and submitted within 5 working days of the decision being made known to the appellant.

The appellant will be informed of the outcome of the appeal within 10 working days of the appeal being received and logged by the centre.

### **Complaints and Appeals Log**

On receipt, all complaints/appeals are assigned a reference number and logged. Outcome and outcome date is also recorded.

The outcome of any review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and logged as an appeal, so information can be easily made available to an awarding body upon request. The awarding body will be informed if the centre does not accept the outcome of a review – this will be noted on this log. The log is held digitally.

## **INTERNALS APPEALS FORM**

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below: Appeal against an internal assessment decision and/or request for a review of marking



- <https://www.jcq.org.uk/exams-office/general-regulations>
- Post-Results Services  
<https://www.jcq.org.uk/exams-office/post-results-services>
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)  
<https://www.jcq.org.uk/exams-office/appeals>
- Notice to Centres – Informing candidates of their centre assessed marks  
<https://www.jcq.org.uk/exams-office/non-examination-assessments>
- Suspected Malpractice: Policies and Procedures <https://www.jcq.org.uk/exams-office/malpractice/>
- Access Arrangements and Reasonable Adjustments <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>
- A guide to the special consideration process <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

### **Ofqual publications**

- GCSE (9 to 1) qualification-level conditions and requirements  
<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>
- GCE qualification-level conditions and requirements  
<https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>

This policy is reviewed and updated annually to ensure that any malpractice at Norbury High School for Girls is managed in accordance with current requirements and regulations.

Reference in the policy to GR and SMPP relate to relevant sections of the current JCQ documents General Regulations for Approved Centres and Suspected Malpractice: Policies and Procedures.

### **What are malpractice and maladministration?**

'Malpractice' and 'maladministration' are related concepts, the common theme of which is 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
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification

which:

- gives rise to prejudice to candidates
- compromises public confidence in qualifications
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre

### **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 non-examination 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 1.9). (SMPP 2)

## Purpose of the policy

To confirm Norbury High School for Girls:

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 Norbury High School for Girls will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations have taken place
- 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
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may reasonably require

## Preventing Malpractice

Norbury High School for Girls has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication **Suspected Malpractice: Policies and Procedures**.

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)

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

A candidate briefing is held at the start of internal mock periods which are usually in the Autumn and Spring terms and, again, before the start of the summer exam season. This briefing will highlight best practice and also covers examples of learner malpractice (as outlined in appendix B).

### **AI Use in Assessments**

This policy applies to all students, staff, and stakeholders involved in the assessment process at Norbury High School for Girls.

#### Acceptable Use of AI:

- Learning Support: Students may use AI tools for research, drafting, and practising skills, provided they credit the tool and its outputs appropriately.
- Skill Development: AI can be utilised as a supplementary tool to support learning, such as generating examples or providing feedback on drafts, where explicitly permitted by the teacher.
- Students must clearly indicate any use of AI tools in their general study, specifying the extent of the tool's contribution. Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2025. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

#### Prohibited Use of AI:

- Plagiarism: Submitting AI-generated work as one's own without proper acknowledgment is strictly prohibited and will be treated as academic misconduct.
- Automated Completion: Using AI tools to complete, non-examined assessment, assessments, assignments, or exam questions is not allowed unless specified otherwise.
- Confidentiality Breach: Inputting sensitive or personal data into AI tools is forbidden to protect privacy and adhere to GDPR regulations.

#### Staff Responsibilities:

- Teachers will provide clear guidance on when and how AI tools may be used for specific assessments.

- Staff will educate students on academic integrity and the ethical use of AI technologies.

Breaches of this policy will be addressed as malpractice.

## 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.
- Suspected malpractice should be reported to the Exams Officer and/or Head of Centre who will assign a lead investigator who sits on SLT.
- Concerns regarding the Exams Officer should be reported to the Head of Centre
- Concerns about the Head of Centre should be reported to the Exams Officer.
- If it is suspected that the Head of Centre and the Exams Officer are both complicit in malpractice, JCQ should be contacted by concerned individuals immediately.

### 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 publication **Suspected Malpractice: Policies and Procedures**.

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 need not 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, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals

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. Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used.

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.

### **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.

### **Appeals against decisions made in cases of malpractice**

Norbury High School for Girls 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
- Appeals can be made in writing to the Head of Centre within 5 school days.

Whistleblowing at Norbury High is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing board at Norbury High aim to create and maintain an approach to examinations that reflects an ethical culture, and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**, Norbury High 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 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
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice: Policies and Procedures** and provide such information and advice as the awarding body may reasonably require

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

### **Purpose of the policy**

This policy:

- encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- identifies how to report concerns
- explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- sets out how those raising concerns will be supported.

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Norbury High fails to comply with its obligation to report any alleged, suspected or actual incidents of malpractice or maladministration.

### **The Whistleblower**

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

### **Reporting**

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator), a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has

or will occur in an examination or assessment, concerns should normally be raised initially with the SLT member who line-manages the Examinations officer.

However, there may be times when it may be more appropriate to refer the issue direct to the head of centre or governing board.

### **Examples of malpractice**

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

### **Whistleblowing procedure**

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could consider making their disclosure to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA) offers you legal protection from being dismissed or penalised for raising certain serious concerns ('blowing the whistle'). Whistleblowing rights under PIDA are day one rights. This means that the worker does not need the same two years' service that is needed for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their identity if that is what they wish, unless the awarding body is legally obliged to release it.

Alternatively, a worker could consider making a disclosure to Ofqual as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

### **Anonymity**

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the

issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source. Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

### **Students**

Students at Norbury High are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

## **Examinations: Word Processors in Examinations Policy**

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 (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)

### **The criteria Norbury High uses to award and allocate word processors for examinations**

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

#### **Exceptions**

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

- to this is where a 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

Norbury High School for Girls 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
- 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)

Norbury High School for Girls 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)

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

A candidate using a word processor is accommodated as follows:

Will use a Chromebook via the Trelson App, which will enable the student to take their exam within any exam halls/rooms that has been allocated to them.

In compliance with the regulations, Norbury High School for Girls:

- 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 powerpoint) 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)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)

Norbury High School for Girls will ensure the word processor:

- 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
- 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 speech recognition technology unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)
- does not include AI tools
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (a scribe cover sheet must be completed)

### **Printing the script after the exam has ended**

Norbury High School for Girls will ensure:

- 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
- 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)

## **Examinations: Non- Examination Assessment (NEA) Policy**

References in this policy to NEA refers to the JCQ publication **Instructions for conducting non-examination assessments**.

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

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

The purpose of this policy is to confirm that Norbury High School for Girls adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

### **Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities**

#### Head of centre role and responsibilities:

Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments**, confirming:

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

#### Senior leader role and responsibilities:

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

#### QA lead/Lead internal verifier role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

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

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs), **Instructions for conducting coursework** and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessment (including endorsements)
- Work with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers  
Additional responsibilities:

Subject teacher role and responsibilities:

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

Examinations office/officer role and responsibilities:

- Signpost the annually updated JCQ documents **Instructions for conducting non-examination assessments** (GCE & GCSE/VTQs) and **Instructions for conducting coursework** to relevant centre staff

## 2. Task setting

Subject lead role/subject IV and responsibilities:

- Where NEA tasks are downloaded from the subject's exam board, these should be checked by the subject leader to ensure the correct task has been accessed.

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification; this is confirmed by the subject leader.
- Make candidates aware of the criteria used to assess their work
- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

### **3. Task taking**

#### Subject teacher role and responsibilities:

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

### **4. Advice, feedback and resources**

#### Subject teacher role and responsibilities:

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

- Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their task
- Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator. The school's malpractice policy in relation to AI should also be shared with students.
  - By referencing this document, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory Additional responsibilities:

## **5. Collaboration and group work**

Subject teacher role and responsibilities:

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

## **6. Authentication procedures**

Subject teacher role and responsibilities:

Where required by the awarding body's specification:

- ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- sign the teacher declaration of authentication confirming the requirements have been met

- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications Instructions for conducting non-examination assessments and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

## 7. Presentation of work

### Subject teacher role and responsibilities:

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

## 8. Keeping materials secure

### Subject teacher role and responsibilities:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ documents **Instructions for conducting non-examination assessments/coursework**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series

- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document Information for candidates - Social Media)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

#### IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks

## **9. Task marking - externally assessed components**

### **Conduct of externally assessed work**

#### Subject teacher role and responsibilities:

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ document **Instructions for conducting examinations**
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component
- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly

- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

## **10. Task marking - internally assessed components**

### **Marking and annotation**

#### Head of centre role and responsibilities:

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

#### Subject lead role and responsibilities:

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline. At Norbury High this is 5 days.
- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

### **Internal standardisation**

#### QA lead/Lead internal verifier role and responsibilities:

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

Subject teacher role and responsibilities:

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

## **11. Submission of marks and work for moderation**

Subject teacher role and responsibilities:

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Ensure that for postal moderation:

- work is dispatched in packaging provided by the awarding body
- moderator label(s) provided by the awarding body are affixed to the packaging
- proof of dispatch is obtained and kept on file until the successful issue of final results

Exams office/officer role and responsibilities:

- Confirm with subject teachers that marks have been submitted to the awarding body deadline

## **12. Storage and retention of work after submission of marks**

Subject teacher role and responsibilities:

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

Exams office/officer role and responsibilities:

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

## **13. External moderation - the process**

Subject teacher role and responsibilities:

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

## **14. Access arrangements and reasonable adjustments**

Subject teacher role and responsibilities:

- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

ALS lead/SENCo role and responsibilities:

- Follow the regulations and guidance in the JCQ publication **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessments

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

## 15. Special consideration and loss of work

### Subject teacher role and responsibilities:

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

### Examinations office/officer role and responsibilities:

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

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

## 16. Endorsements

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

#### Subject lead role and responsibilities:

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

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

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

#### Subject lead role and responsibilities:

- Ensure the required task setting and task taking instructions are followed by subject teachers
- Follow the required task setting and task taking instructions
- Follow the awarding body's instructions for the submission of grades